A SURVEY OF MENTOR/MENTEE ACTIVITIES IN BEGINNING TEACHER INDUCTION PROGRAMS IN REGION XI

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The recruitment and retention of teachers demand attention with estimates of two million new teachers needed in the next decade. Hiring under qualified teachers necessitates adequate induction programs. Development of a recommendation for a teacher induction program comprises the purpose of the study. The recommended induction and support program addresses the activities perceived as valuable by both mentors and mentees. The researcher describes the mentor programs currently in place in Region XI in northern Texas by surveying the mentors and mentees; of particular relevance is a determination and description of the program model in place. Data sources include the literature review and information obtained from Region XI mentors/mentees. Data shows the model in Region XI is primarily a colleague model. Mentors and mentees are matched for grade level, content area and physical proximity. Three of the most frequently occurring activities are in the category emotional support, three in logistical concerns, two in systems information, one in student

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CHAPTER 1

INTRODUCTION

President Clinton issued a "Call to Action" in his 1997 State of the Union address that included as a priority improving the quality of teachers in every classroom. President Clinton's speech reflected growing concern over the condition of education and the nation's need for excellent teachers. The nation's educational system must provide students with the knowledge, information, and skills needed to compete in an increasingly complex international marketplace. Good teachers form the hallmark of such an educational system; they are integral to children's intellectual and social development.

The effort engaging the nation in recent years to raise standards for student learning cannot succeed without a teaching force of the highest quality. National reports,[1] legislation, and speeches, elaborated in The U.S. Department of Education Initiative on Teaching Information Kit (1998), addressed the need for this teaching force. In 1989, the nation's governors--

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[1] National Commission on Excellence in Education (1983). *A nation at risk.* Washington, DC: United States Department of Education.

-led by Arkansas governor Bill Clinton---joined President Bush in adopting six national education goals which were incorporated into “Goals 2000": Educate America Act. The Goals 2000 legislation ultimately defined eight goals. During his first term, President Clinton signed into law three key pieces of legislation with provisions supporting states and local districts---the Goals 2000: Educate America Act, the School to Work Opportunities Act, and the reauthorized Elementary and Secondary Education Act.

In the aforementioned 1997 State of the Union address, President Clinton issued a bold agenda for improving education. Building on this *Call to Action,* the Department of Education developed a set of seven well-defined priorities to guide its activities over the next four years. The first three priorities focused on specific results all students should achieve. The next four priorities provided key strategies to enable students to achieve these specific results. The second strategy states:

> There will be a talented, dedicated, and well-prepared teacher in every classroom (U.S. Department of Education Initiative on Teaching Kit, 1998). Without attention to the quality of the teaching force, national goals for higher student achievement cannot be reached. For this reason, ensuring that there is a talented, dedicated, and well-prepared teacher in every classroom is critically important.

In addressing the quality of the teaching force, the nation must confront a number of serious problems in the teaching profession. The 1996 report of the National Commission on Teaching and America’s Future (NCTAF)

offered a powerful explanation for the failure of earlier reform efforts:

> Most schools and teachers cannot produce the kind of learning demanded by the new reforms---not because they do not want to, but because they do not know how, and the systems in which they work do not support them in doing so.

The NCTAF report identifies five major barriers to successful reform that relate directly to the quality of our teaching force: unenforced standards for teachers, major flaws in teacher preparation, painfully slipshod teacher recruitment, inadequate induction for beginning teachers, and the lack of professional development and rewards for knowledge and skill.

Teacher recruitment and retention became a topic of state and national interest. The growing need for new teachers including minority teachers and teachers in critical shortage areas such as special education, bilingual education, mathematics, science, and technology received a recent surge of media attention. The National Center for Education Statistics estimated that U.S. student growth will require about 800,000 new teachers over the next decade. The National Commission on Teaching and America's Future estimated that as many as two million new teachers will be needed in the next decade to replace retiring teachers and to serve growing enrollments.

Retaining teachers rated just as important to alleviating teacher shortages as recruiting new staff. A federal report, the 1998 Condition of

Education, provided a list of reasons cited by teachers for leaving the teaching profession. Of those who left, 27 percent retired and 24 percent left because of a move or because of child rearing or pregnancy. Just over 6% stated better salary or benefits as a reason for leaving.

The increasing difficulties in finding teachers caught the attention of legislative leaders in their search for ways to ease the problem. There was little consensus on what constitutes teacher quality, a complex phenomenon, or how to measure it. Two broad elements characterize teacher quality: teacher preparation and qualifications and teaching practices. The first refers to preservice learning, teaching assignment, continued learning, and general background. The second refers to the actual quality of teaching exhibited in the classroom. Of course, these two elements of teacher quality demonstrated some overlap rather than mutual exclusivity. Investigations of teacher quality included studies of what happens to teachers once they enter the workforce. This perspective stemmed from the premise that classrooms and schools become effective when talented people teach in stimulating and rewarding workplaces (Fullan with Stiegelbauer, 1991). In order to promote high-quality teaching that will in turn produce high-quality learning, teachers need support from the schools and communities in which they work and support from the parents of the children they teach.

Research showed five times higher attrition rates for new teachers than for their more experienced counterparts (Asian-Pacific Economic Cooperation, 1997). In order to introduce beginning teachers into the profession with support and guidance, many districts implemented formal induction programs. These programs have two goals: to assist beginning teachers with instruction and to prepare them to meet state certification requirements. A key feature of many programs included the mentoring aspect---the pairing of an experienced teacher with a new teacher. According to Galvex-Hjornevik (1986), responsibilities of the mentor included providing guidance on curriculum, classroom management, and assessment. Mentoring relationships played a critical role in the support, training, and retention of new teachers (King and Bey, 1995). By easing the transition into full-time teaching, formal induction programs provided new practitioners with skills and support structures to develop effective teaching practices.

Identifying the Problem

The problem centers in the fourth barrier to successful reform identified by the NCTAF, that of inadequate induction for beginning teachers. Hiring many teachers minimally or under qualified for the positions they assume necessitates adequate beginning teacher induction programs. Further, a significant number of those trained as teachers do not remain in the

profession. The goal of raising standards for student learning depends on a teaching force of the highest quality; focus must be directed toward this teaching force.

The following statistics demonstrate the urgency of focusing on the quality of the nation's teaching force. More than one-quarter of newly hired teachers entered the profession without having fully met state licensing standards; 12% enter with no license at all; and another 15% enter on temporary, provisional, or emergency licenses. In recent years, more than 50,000 people who lack the training for their jobs have entered the teaching profession annually on emergency or substandard licenses.

Currently, a teacher shortage that presents a serious and growing problem exists in Texas. The Dallas Morning News, on August 12, 1998, reported on the teacher shortage in Texas with definitive data. A report from the State Board for Educator Certification in 1997 showed that districts were unable to fill nearly 10,000 regular teaching positions. Schools, by necessity, used substitutes and noncertified teachers to fill most of the vacancies. The shortage varies in its severity by region and by school district, but it exists in every part of the state, and it deepens.

Many factors complicate the Texas teacher shortage. The State Board for Educator Certification report blamed the shortage of teachers on a

number of factors, including the demand for teachers to serve growing student enrollments. Enrollments in teacher preparation programs at institutions of higher education and alternative certification programs affected teacher

supply. Those individuals prepared and certified by Texas institutions and programs do not all enter teaching when they complete their education.

Teacher attrition affects shortages. One-third to one-half of all teachers left the field within five years of beginning as a teacher. The Texas Education Agency estimated that half of novice teachers leave teaching after five years.[2] Teacher retirement remains another form of attrition that affects Texas. The skilled labor shortage and competition for people with experience in math, science, and technology constituted complicating factors for Texas and other states with strong economies.

Successful teacher retention programs should focus not only on salary and benefits, but on non-monetary conditions such as positive working relationships, training and professionalism as well. Mentoring and induction programs highlighted responses of administrators from 14 Texas school districts presenting their approaches to retaining teachers in the form of

[2]State Board for Educator Certification. *Report of the Panel on Novice Teacher Induction Support System,* August 7, 1998, p.1.

survey responses. Teacher induction programs help new or novice teachers adjust to the teaching environment, overcome the obstacles that they encounter in their early years, and increase their retention rate in public schools.

In 1998, the Texas Association of School Personnel Administrators conducted a survey of school districts to gather information about teacher induction. The Association received 145 responses from districts that have such programs. Over 95 per cent of respondents said that the district has mentors for beginning teachers, and almost all of those provide full-year support for the teachers and mentors. Of those districts, 21 or 16 percent offer some kind of compensation, and two offer “comp time” to mentors instead of pay.

The State Board of Education (SBE) convened an expert panel in January 1998 to investigate, deliberate, and acquire input from Texas educators on induction of Texas teachers. The panel used written feedback forms, conference presentations, focus groups, presentations at the SBE monthly meetings, and a discussion session with professional organization representatives. Together, this information supported the panel recommendation that Texas teachers receive a minimum of two years of induction programming, with the first year focused on the basic mechanics of teaching and a second year emphasizing effective instructional practices.

The panel recommended all novice teachers be assigned a mentor, be given time to spend with the mentor, and be assigned time for formal professional development programs.

The goals of induction programs included both better classroom performance and lower attrition rates for teachers. As a part of the SBE study, contact to assess the impact of induction programs on teaching occurred with selected personnel in school districts with established induction programs. In each case, the district provided two year induction programs that included mentors and time for professional development. District staff felt that the programs improved the quality of classroom delivery and made teachers feel better about working in the district, but not all districts conduct an analysis to see if the programs reduce the teacher attrition rate. One district, that conducted follow-up investigations, reported a 98 percent retention rate of teachers who completed its induction program. Evidence from national studies of induction also showed it to be a powerful predictor of retention in the field. Evidence in Texas confirmed those findings.[3]

The rate of attrition during the first three years of teaching and the problems encountered by beginning teachers who face an abrupt and

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[3]Texas State Board for Educator Certification. *Report of the Panel on Novice Teacher Induction Support System.* Austin: SBEC, August 7, 1998.

unassisted entry into teaching comprise problematic areas that have caused policy makers to examine possible solutions. These same issues of attrition and under-preparation caused educational researchers to seek solutions.

Recognizing the sink-or-swim method as a poor model for induction, many school districts have implemented beginning teacher assistance programs which utilize mentors. In most cases, districts assign mentors who still have their own classroom responsibilities to assist a first-year teacher. In other programs, mentors are removed from their classroom but assume responsibility for a large number (10-17 or more) of first-year teachers. Few programs keep a low ratio between a mentor who has no classroom responsibilities and a first-year teacher.

Currently, many inadequacies exist in the beginning teacher induction programs offered the neophyte. The problem goes far beyond the salaries that Texas school districts pay. “Every study I have seen shows that teachers are leaving the profession for a variety of reasons other than money,” said Rep. Scott Hochberg, a member of the Texas House Public Education Committee. “Bad working conditions, poor student discipline, lack of support from parents and administrators---all are reasons why teachers decide to leave.”[4]

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[4]"Texas schools scrambling to fill thousands of teaching positions.” *The Dallas Morning News,* August 12, 1998.

Marcia Regan (1997) stated that with some exceptions, new teachers were overwhelmed with practical problems of class management, behavioral problems, ancillary staff, and other concerns. Very quickly, isolation and alienation from colleagues can beset the beginning practitioner. These feelings of isolation and alienation point toward a painfully inadequate induction system. New teachers historically enter the classroom with an amount of educational theory, a smaller amount of practical experience, and an attitude of idealism. Regan (1997) believed forces that unnerve their skill,

challenge their experience and corrode their enthusiasm met these teachers in the neophyte year.

Lending additional credence to the concern about inadequate induction for beginning teachers, Darling-Hammond (1988) noted that there are three unspoken proverbs for new teachers in a school culture: “Figure it out for yourself. Do it yourself. Keep it to yourself.” Too frequently first-year teachers, left on their own and offered very little assistance, begin their teaching careers. Regardless of their background or capability, they tackled the same responsibilities and struggled with the same quality of teaching expectations as twenty-year veterans. This induction approach may be referred to as the sink-or-swim method.

Clarity about the purposes of mentoring did not match enthusiasm for mentoring nor have claims about mentoring been subjected to rigorous empirical scrutiny. The education community understood that mentors had a positive affect on teacher retention, but that left open the question of what mentors should do, what they actually do, and what novices learn as a result.

The Purpose of the Study

The development of a recommendation for a teacher induction program comprised the purpose of the study. The comprehensive beginning teacher induction and support program addressed the activities perceived as somewhat important, extremely important, or essential by both the mentor teachers and the mentee teachers. Districts could then use the program to improve or enhance their current induction process. The process included describing the mentor programs currently in place in Region XI in Texas by surveying the mentors and mentees. A determination and description of the mentor program model in place and the types of activities associated with the model proved particularly relevant. Additionally, the process included determining, based on rankings of mentors and mentees, the importance of various factors and conditions identified in the literature and making recommendations for a beneficial model with particular emphasis on the expressed mentor and mentee rankings.

Research Questions

(1) What beginning teacher induction activities involving a mentor/mentee component are reported as actually happening by mentors and their mentees in Region XI K-12 public schools in Texas?

(2) What frequency of occurrence do the mentors/mentees report for the activities?

(3) What level of importance do the mentors and mentees attach to the activities?

(4) How do the rankings of importance of activities differ between the mentors and mentees?

(5) What mentor/mentee activities should be made an integral part of any beginning teacher induction program with a mentor component?

Summary

All levels of government and education exhibit concern about the quality of the educational system, feeling a need for improvement and strengthening. Virtually all the initiatives for improving the system recognize that programs need to be put in place to attract, develop, and retain a teaching force of the highest quality. Of these programs, a beginning teacher induction program with a mentoring component has proven to be one of the most promising.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Historical Perspective

Rooted in Greek mythology, the term mentor had its origin in Homer's *Odyssey* when Odysseus gave Mentor, a wise and learned man, the responsibility of nurturing and educating his son, Telemachus. Mentor stayed behind to instruct Telemachus while Odysseus went off to fight the Trojan War. This education included every part of Telemachus' life. According to Maddex (1993), Mentor had the charge of making Telemachus

aware of the mistakes he made without having Telemachus become rebellious. Guiding Telemachus so as to help him learn from his own errors in judgment described one of Mentor's goals. Anderson and Shannon (1988) conclude from *The Odyssey* that modeling a standard and style of behavior constituted a central quality of mentoring and that mentoring was intentional, nurturing, insightful, and supportive.

Other relationships of mentors and mentees in history included Socrates and Plato, Freud and Jung, and Hayden and Beethoven. Myths and fairy tales use mentors, as Charlotte in *Charlotte's Web* and Shazam in "Captain Marvel Comics" (Merriam, 1983). In these examples according to Maddex, the mentor figures exhibited the characteristics of advisors, helpers, or sponsors who offer insight and guidance to their proteges.

The concept of the mentor has been adapted within various vocational settings in the form of a personal relationship between the mentor and protégé for the purpose of professional instruction and guidance. Mentoring in education involves the practice of experienced teachers passing on their expertise and wisdom to new colleagues facing the challenge of merging theory and practice. Krupp (1984) indicated formalized mentoring relationships in education result in increased collegiality, communication, and professionalism.

Needs of First-Year Teachers

The first year of teaching remains challenging and frustrating. Often the enthusiasm and dreams of the beginning teacher gave way to disillusionment and despair (Ryan, 1986; Veeman, 1984). The seemingly insurmountable problems prompted many new teachers to abandon the profession (Brock, 1988; Ryan, 1979; Zumwalt, 1984). The literature on first-year teachers identified the difficulties of this transition period and supported the need for first-year teacher induction programs (Brock, 1988, 1990).

Often the new teacher, shocked by the reality of beginning teaching, needs socialization into the culture of the school (Lortie 1975). From the outset, beginning teachers received the same responsibilities as veteran teachers. No preservice training or simulation accurately duplicated the reality of full-time teaching. Ultimate classroom responsibilities no longer rest with the cooperating teachers as they did in student teaching.

The phenomenon that the beginning teacher felt when the enormity of the job hits was termed “reality shock” (Veenman 1984). Indicators of reality shock included complaining about the teaching work load, changing one’s teaching in a manner that is contrary to one’s beliefs about teaching, manifesting changes in attitudes and personality, and even suddenly leaving the teaching profession altogether (Gray & Gray 1985).

Consider further the anxieties that beginning teachers must face when

they received the most difficult teaching assignments because teachers with seniority received assignments made up of the more desirable assignments (Adams 1982). Having to work with students of low ability or disruptive students, having many different class preparations, having to move from classroom to classroom to teach, and having responsibility for extracurricular activities compounded the stresses experienced by many beginning teachers (Adams 1982, Huling-Austin 1987).

Brock and Gary (1996) reported the following list of problems rank ordered by beginning teachers: classroom management and discipline, working with mainstreamed students, determining appropriate expectations for students, dealing with stress, handling angry parents, keeping up with paper work, grading, evaluating student work, handling student conflict, pacing lessons, varying teaching methods, dealing with students of varying abilities, and feeling inadequate as a teacher. Smith (1995) conducted a study to investigate the experiences and perceptions of the first-year elementary teachers within the Seventh-day Adventist educational system, to gain a better understanding of new teachers' socialization and acculturation during their first year of teaching and to use beginning teacher concerns to identify the kinds of support that need to be offered in a new teacher induction program. Results showed teachers' initial enthusiasm changed to frustration, anger, doubt, and fear. As they endeavored to adjust

to the socialization and culture of teaching, each teacher struggled with classroom scheduling and management, school routines, administrative procedures, and discipline.

In addition to difficult adjustment to their professional teaching roles, beginning teachers also faced a variety of personal concerns (Veenman 1984). They may be criticized for their ideas about teaching, which some veteran teachers consider as too naive or idealistic. Resultant feelings of isolation and inadequacy may be compounded by impatient family members and nonteaching friends who question unbelievably why teaching takes so much time outside of the classroom. Some beginning teachers enter a world of adult financial and nonstudent responsibilities in stark contrast to the university student life from which they came (Ryan 1986).

Characteristics of Mentors

Mentor characteristics cited as important by mentors and beginners included the mentor's position-specific responsibilities, personality characteristics, and emotional stability. Mentors often had numerous other position-specific responsibilities that took time and attention from the mentoring relationship. These other activities included serving on committees, accepting extracurricular assignments and duties, coaching, being a cooperating teacher, and evaluating other teachers--not to mention

the responsibility for the management of their own classrooms.

Personality characteristics of the mentor also impinged on the relationship. The following characteristics, reported consistently across all data sources by both mentors and beginners, include:

- willing to be a mentor
- sensitive; that is, they know when to back off
- helpful, but not authoritarian
- emotionally committed to their beginners
- astute---that is, they know the right thing to say at the right time
- diplomatic---for example, they know how to counteract bad advice given to their beginner by others
- able to anticipate problems
- nurturing and encouraging
- timely in keeping the beginners apprised of their successes
- careful to keep the beginners' problems confidential
- enthusiastic about teaching
- good role models at all times
- wise
- caring
- humorous
- confident
- open,
- and exhibit leadership skill.

Each characteristic emerged as crucial at varying points in the relationship. The prime trait that supported and maintained the relationship was the willingness of the experienced teacher to be a mentor.

Perceptions of Mentors

Most mentor teachers have little experience with the core activities of mentoring---observing and discussing teaching with colleagues. Most

teachers work alone in the privacy of their classroom; they are protected by norms of autonomy and noninterference. The culture of teaching does not encourage distinctions among teachers based on expertise. According to Little (1990), the persistence of privacy, the lack of opportunities to observe and discuss each other's practice, and the tendency to treat all teachers as equal limited what mentors could do even when working with beginners.

Few mentor teachers practiced the kind of conceptually-oriented, learner-centered teaching advocated by reformers (Cohen, McLaughlin, & Talbert, 1993). Cochran-Smith (1991) advocated either placing beginners with mentors who function as reformers in their schools and classrooms or developing collaborative contexts where mentors and beginners explore new approaches together. Through this type of placement process or collaborative arrangement, a mentoring culture developed that influenced the climate of professional development.

Adams (1990) focused on the reported perceptions of eight mentors who were assigned to help new teachers as part of the Pennsylvania Teacher Induction Program. Mentors reported having a formal program more beneficial to the inductee than having an informal program. Mentors operated best with guidelines providing structure as to the activities that are to be included and the limitations of the program. Mentors, reporting their most important function, cited acting as a sounding board and confidant

supporter. These functions provided emotional support and help in the development of confidence and self-esteem.

Rita King in her 1988 dissertation looked at mentors as instructional leaders. Five main functions of instructional leadership considered included defining school mission, promoting a positive learning climate, observing and giving feedback to teachers, managing curriculum and instruction, and assessing the instructional program. King found new teachers who worked with mentors learned new teaching techniques and felt more positive about themselves and about teaching. Mentor training did result in changed norms for teacher work and teacher-principal relationships. Mentoring also helped the mentors to improve their own classrooms as well. Two key factors

included mentor-protégé on-going relationships built on rapport and trust and the protégé's perceptions of the mentor's teaching skills.

In a Barrington, Rhode Island, study of 19 mentors and mentees, Wollman-Bonila (1997) reported that successful mentoring may be as beneficial to mentors as to mentees. From the mentors' perspective, benefits included recognition of the expertise of the mentor, development of leadership skills, development of professional friendships, opportunities to learn from newer teachers, and the resulting tendency to reflect on established practices. During the interviews with the Barrington mentors,

all of the mentors claimed mentoring had contributed to their own professional development. One quarter of the mentors indicated that being chosen as a mentor reflected recognition of their teaching abilities. Half of the mentors reported the mentoring relationship decreased their feelings of isolation. Mentors also talked about how interacting with mentees helped them see the big picture and put things in perspective. Mentors also enjoyed having a formal reason for making new friends. Two-thirds of the mentors remarked that mentoring enhanced their attention to and reflection upon their own teaching. Commenting more specifically on the content and outcome of their reflections, Barrington mentors discussed adding new components to curricular units, teaching topics in a different order or through different activities, and searching more diligently for ways to integrate across subject areas. Some mentors talked about how mentoring spurred them to examine whether they were doing what they said they did. According to the mentors, their professional reflection motivated them to re-examine and sometimes change approaches in the classroom because they wanted their stated beliefs to match their daily practice. All but one mentor said they had learned from their mentees. Many volunteered this information in their initial comments on the program. Mentees helped mentors look anew at their classrooms and students. One mentor revealed rethinking report cards, trying collaborative projects, implementing more hands-on

math, and using computers in her classroom. Others shared stories of mentees introducing them to new strategies for reaching struggling readers, behavior management techniques, curricular materials, and new approaches to special needs kids. Mentors, exposed to current theory and research on teaching and learning and spurred to try out new teaching strategies and materials, discussed looking to their mentees for insight and judgment regarding relations with colleagues. Mentors in the Barrington project gained as much knowledge of teaching, learning, and professional behavior from their mentees as the mentees did from the mentors' knowledge of the culture and daily workings of the school.

Characteristics of Mentees

The image of the new teacher as a beginning teacher, 22 or 23 years old, recently graduated from a local college or university, formed a dangerous

stereotype that was becoming more and more inaccurate. An increasingly large portion of new teachers did not fit this picture. First-year teachers represented different age groups, backgrounds, and experiences. Those beginning a career for the first time comprise one group. Others entered the classroom after raising a family; still others experienced career changes.

A 1998 Teacher Survey on Professional Development and Training from the National Center for Education Statistics, showed 54% of teachers with three or fewer years of teaching experience less likely than more experienced teachers (70%) to report being very well prepared to maintain order and discipline in the classroom. The extent to which teachers felt prepared to implement state or district curriculum also varied by teaching experience, with newer teachers 28% less likely than more experienced teachers (36%) to report being very well prepared for this classroom requirement. Though beginners vary in preparedness, self-confidence, enthusiasm, and knowledge base, a common characteristic of all novices remained newness to the teaching experience. Comprehensive mentoring programs took the varied characteristics into account.

For many first-year teachers, personal transitions paralleled the career transition. After sixteen years as students, the new graduates entered the world of adult responsibilities (Heck & Williams, 1984). This change meant a life-style transformation, changing places of residence, and becoming financially independent. Other first-year teachers entered teaching after years in another occupation. New teachers may be experienced teachers returning to work after several years' absence, moving from one school district to another, or transferring from one school to another in the same

district. A new teacher may be one reassigned to a different grade level, to a new content area, or to teach different courses within the same content area.

A characteristic of beginning teachers discovered in research on learning to teach is unrealistic optimism. In a study of 118 students at the University of Arizona, Weinstein (1988) found that teacher education students tended to believe that they would experience less difficulty than the average first-year teacher on 33 different tasks. This belief, greater for tasks perceived to be under the teacher's control and for tasks dealing with organization and management, showed optimistic bias. Induction program planners and mentor teachers need to be aware of this tendency among beginning teachers.

Perceptions of Mentees

Ultimately, it was the perspective of the mentee that determined the benefit or success of the mentoring program. Wildman, Magliaro, Niles, and Niles (1992) reported the characteristics of beginners that influenced the mentoring relationship paralleled, for the most part, the mentor characteristics of role and personality. The major characteristic unique to the beginner that created additional difficulties and stress on the

relationship was the beginner's newness to teaching and to the school. Personality characteristics of beginners sometimes undermined mentoring relationships.

Commenting on the norms in the profession that govern asking for and offering help, Feiman-Nemser (1983) explained that teachers' chances to see advice carried out or to seek feedback on their teaching are limited because they are cautious about revealing problems and hesitant to enter each other's classrooms. Although some induction programs included opportunities for the mentor to observe the first-year teacher and for the first-year teacher to observe in the classrooms of the mentor and other experienced teachers, many did not. Lack of such opportunities hindered the process of learning to teach.

The beginners' knowledge and understanding of "being a professional" were frequently cited as factors that can enhance or frustrate a mentoring relationship. Punctuality, attendance at after-school functions, participation in school committees, dress code, and juggling home/family/social commitments were examples of professional/workplace behaviors that can become points of contention in a mentoring relationship.

Hartley (1996) examined the organizational socialization of beginning teachers to determine if concerns of first year teachers were influenced by the socialization experienced. Also, investigation included influence on

and participation in the organization. Beginning teachers were not formally socialized to schools as organizations. Most learning about the organization was random and occurred by happenstance. Concerns of the beginning teachers in the study included primarily self and task concerns. Hartley explained that beginning teachers focus on the classroom; they did not actively participate outside their classrooms.

Conditions that Influence Mentoring Relationships

The more common concerns evidenced by mentors included that the beginners would not open up, admit problems, ask for, or accept help. Problems also arose when the beginner would not reciprocate in the sharing process. Occasionally mentors commented that their beginners took everything (e.g., time, materials, and ideas) and gave nothing in return.

Wildman, Magliaro, Niles, and Niles (1992) identified conditions that supported or detracted from mentoring relationships. Their research provided invaluable information for determining the best way to implement a worthwhile mentor program and improve that program once implemented. Interaction with 150 mentor-beginner dyads during the 1989-1990 academic year formed the basis for their conclusions. Conditions fell into three major categories: external or contextual factors that impinged on the dyad, mentor characteristics, and beginner characteristics.

As a condition constituting a major category supporting or detracting

from mentoring relationships, contextual factors that impinged on the dyad included the features of the school working environment that influence the success of any helping relationship. General logistical concerns such as time to meet, proximity of colleagues' classrooms, and the grade or content area match between mentor and beginner comprised three major variables cited by the participants. Above all, lack of time to meet compromised the opportunity for interaction. The dyads reported they needed more time to begin the year, confer, observe each other, and plan together. Because of the spontaneity with which many of the most crucial mentoring interactions occur, the mentors and beginners cited proximity (i.e., working in the same building, in classrooms close to each other) as important for frequent and timely assistance. Similar grade-level and content-area assignments enabled the teachers to share knowledge or curricular and instructional issues. Mentors with matching assignments could offer advice on specific students, parents, department chairs or team leaders, and resource personnel, thus enhancing their own feelings of expertise. The match helped to ensure that mentors will have the knowledge and tools to fulfill their role.

While there were no data available in teacher mentoring situations that pertain directly to optimal age differences between mentor and beginning teachers, the general belief stated that an effective mentor would be 8 to 15 years older than a mentee (Levinson, 1978). Those mentor teachers who

have been in the profession longer had more face validity as expert teachers. If the age differences become too large, danger that the relationships will become more parental than mentoring occurred. Differences in age interacted with differences in gender between mentors and beginning teachers. Kloph and Harrison (1981) observed that making assignments where the genders of the mentor and the beginning teacher differ can work as well as making same gender assignments. Nevertheless, male-female mentoring relationships do have the liabilities of being more open to public scrutiny and of potentially creating irrelevant sexual tensions.

Some conditions, frequently out of the control of the mentor and related to academic or extracurricular assignments, created problems for beginners. The beginner was at a disadvantage if assigned to the worst class or to an itinerant position in two or more schools. Other factors impacting the beginner included room assignment (e.g., having a classroom in a trailer or in obvious noninstructional settings), supply availability (e.g., having no books), and being a late hire (arriving anywhere from a day to months after the students reported).

Campus and personnel administrators stated a belief that mentoring constituted the central feature of a successful induction process. Mentoring purposes varied from orientation, to induction, to instructional improvement, to an intent to change the culture of the school to a more collaborative

learning environment. Some believed mentors should assist not assess because beginners remain more likely to share problems and ask for help if mentors do not evaluate them. Some state-level programs used a team approach in which mentor teachers fulfill the support function while others judged performance for purposes of employment or certification. Other programs gave mentor teachers a prominent role in decisions on the grounds of professionalism and accountability. A second issue involved whether something as personal as a mentoring relationship can be formalized in a program.

Selection of Mentors

The selection process can require prospective mentors to provide such information as statements of interest, descriptions of relevant experiences, relevant course work and workshops, recommendations, and videotapes of teaching episodes. The responsibility of choosing mentor teachers often lies with local school district administrators. This choice gave rise to two problems in the identification of effective mentors. The subjective judgments of some administrators may be unreliable in identifying effective mentor teachers (Rauth and Bowers, 1986). Second, mentor teachers needed to be respected as competent professionals by their peers (Varah 1986). Mentor teachers chosen solely by administrators may not be endorsed by their peers as being qualified to mentor beginning teachers.

Involving veteran teachers in selecting the mentor teachers avoided this attitude. Rather than depending on one or two administrators to select mentors, a committee that includes former mentoring program participants may be established for this purpose. Broadening the mentor selection processes enhanced a program's value and promoted a wider sense of shared ownership.

Mentor teacher responsibilities put the mentor in a position as a role model for classroom teaching which may involve demonstration teaching, teacher coaching, and explaining teaching strategies to beginning teachers. Foremost among mentor characteristics was being an excellent classroom teacher; however, an excellent classroom teacher of children and adolescents was not automatically an excellent mentor teacher. Mentor teachers were mentoring other adults. The ability of the mentor teacher to excel at interacting with adult learners as well as in classroom situations with young learners was a consideration in mentor selection.

Training mentors appropriately and providing them with on-going support during their period of service maximized the benefits of a mentoring program. Rather than providing training only at the beginning of working with new teachers, mentors should be offered training for the duration of their involvement. Prospective mentors should become familiar with the

extensive knowledge available on beginning teacher induction (Odell 1986).

According to the research of Odell, prior to meeting with their proteges, mentors should have opportunities for training in establishing a good relationship with new teachers, clarifying mutual roles and responsibilities, and strengthening the skills associated with conferencing, cognitive coaching and problem solving. Acquiring the skills associated with the systematic observation of teaching was important if mentors were required to observe new teachers teaching in order to provide feedback and to guide them in formulating strategies for improving their teaching. This training might well be offered later in the program, especially given the fact that beginning teachers may not be ready for classroom observations until they have settled into their work over the first month or two. Keeping in mind that the important issues and questions may not emerge for mentors until after they have engaged in mentoring for a period of time remains important. Opportunities for mentors to discuss "mentoring-in-practice" to offset the

inherent limitations of early "mentoring-in-theory" training should be a part of the program.

Policy and Legislative Initiatives

Numerous state legislatures in the United States established induction or

mentoring programs during education reform initiatives in the 1980s (Hawk & Robards, 1987). Establishment of 46 such programs occurred by 1988 (Abell, Dillon, Hopkins, McInerney, & O'Brien, 1995). These induction programs supported beginning teachers during the stressful transition into teaching adequately enough to reduce the number of new teachers who left the profession (Colbert & Wolff, 1992; Odell & Ferraro, 1992). Policy makers saw the logic of providing on-site support and assistance to beginners during their first year as a vehicle for reforming teaching and teacher education (Little, 1990).

Feiman-Nemser (1996) recognized mentoring as a critical topic in education today and a favored strategy in U.S. policy initiatives focused on teacher induction. Feiman-Nemser believed assigning mentors to work with beginning teachers represented an improvement over the abrupt and unassisted entry into teaching that characterizes the experience of many novices, yet, went beyond first year survival. Mentoring must be linked to a vision of good teaching, guided by an understanding of teacher learning, and supported by a professional culture that favors collaboration and inquiry if it was to function as a strategy of reform.

In Texas, Sections 21.044 and Section 21.054 in Subchapter V issued under the Texas Education Code (TEC) required the State Board for Educator

Certification to propose rules that require an induction year program and establish continuing education requirements for educators. Section 230.610 detailed the requirement and read

> Induction Program for Beginning Teachers.
> (a) General provision. Beginning teachers who do not have prior teaching experience shall be assigned a mentor teacher.
> (b) Induction training for beginning teachers. Beginning teachers shall participate in teacher orientation, which may include specialized induction year program activities.

An examination of the Texas Teacher Recruitment and Retention Study gave impetus to the importance of insuring a quality induction program with a mentoring component in place. The report on teacher recruitment and retention in Texas developed in a collaborative project of the Texas Education Agency (TEA), Texas Higher Education Coordinating Board, State Board for Educator Certification (SBEC), Region XX Education Service Center, and Texas Center for Educational Research. The purpose for the report was to identify and analyze programs that addressed the teacher shortage in Texas by improving and expanding teacher recruitment and retention programs throughout the state.

Administrators from 14 Texas school districts presented their approaches in the form of survey responses to retaining teachers. Personnel administrators indicated mentoring and induction programs, designed to help

new or novice teachers adjust to the teaching environment, overcome the obstacles that they encounter in their early years, and increase their retention rate in public schools, are promising approaches. Most administrators reported that they did not fully implement these programs because of the cost involved. Instead of year-long support, many induction programs consisted of a few extra days of orientation and assignment of an unpaid mentor to new teachers. As a recommendation for teacher retention, the Texas Recruitment and Retention Study (1999) suggested:

> Develop, implement, and fund teacher induction programs in Texas public schools to assist new teachers in their first two years. Provide resources to link initial preparation and induction into the profession by increasing collaboration between the preparation programs and school districts. Provide funds to school districts to support induction activities, including stipends for mentor teacher programs and additional resources to implement a dynamic performance assessment system that will guide the continuing development of new teachers.

In 1988, Sanford studied the extent to which state departments of education have addressed the needs of beginning teachers and determined whether induction activities differed in states with beginning teacher programs and states without such programs. The 1988 study revealed a greater concentration of states with beginning teacher programs in the southeastern region of the United States. States with beginning teacher programs and those without such programs showed significant differences in several categories: induction activities, certification, evaluation

instruments, evaluation processes, and professional development. States with beginning teacher programs and states without beginning teacher programs found no significant difference in the attrition rates of beginning teachers.

Research Studies/Needed Research

When Andes (1995) studied the concerns and needs of 49 mentored and 29 nonmentored beginning teachers in one large school district, investigation of the importance and value of formalized assistance sources used by both the mentored and nonmentored beginners during the first year of teaching occurred. Andes's analysis indicated areas of concern to beginning teachers rather than areas of high need for assistance throughout the first year. For both groups, areas of lowest novice confidence included: diagnosing ability levels of students and dealing with social/behavioral problems in individual students. The three areas of highest novice need for assistance throughout the year included strategies for problems of individual students, listening and encouraging, and materials and resources.

Andes' study showed mentored teachers sought help from more sources, more often, and for more needs than did nonmentored teachers. Nonmentored teachers used peers as their primary assistance sources in 17 or 18 problem areas and sought help specifically in areas of lowest confidence.

Andes' study indicated mentors liked the recognition they received from being selected as a mentor and enjoyed the sharing of professional information with mentees. The major concerns expressed by both mentees and mentors were a lack of release time to observe, have conferences or collaborate and the lack of specific role definitions for the job as mentor. The specific role definitions constituted an area of needed research.

In researching role definitions of mentors, remembering the success of any mentoring program depended largely upon its mentors remained important. Accordingly, research-based efforts to select, train, and support them were imperative. The selection process itself influenced perceptions about the program's value. Selecting and preparing a pool of prospective mentors in advance of need and by including mentors in interview teams constituted one method.

Rideout (1990) made a recommendation that each new teacher be given practical and relevant assistance through an induction program that included the assignment of a mentor teacher. She created and evaluated a year-long program for beginning teachers. Identification and placement of beginning teachers in either an experimental group or a control group occurred. The experimental group received the treatment of the induction program.

In the Rideout study, the new teachers judged a preservice workshop,

which provided help with planning for the first days of school, a valuable activity. Another important induction component recognized by the new teachers included the assignment of a mentor teacher to them. The mentor became an information source and a problem solver for the new teacher. Two other induction program components, judged to be successful, included observing a master teacher and providing social activities. The observation of a master teacher gave the new teachers help with specific problems and gave them new ideas and insights. The social activities enabled the new teachers to form networks that helped with problem solving and reduced feelings of isolation. Rideout recommended that new and existing induction programs be evaluated to ascertain what types of activities were most beneficial under specific conditions.

Stewart (1997) queried novice teachers and the personnel officers responsible for implementing induction programs within their districts. According to the Stewart study, teachers entering their initial year wanted a friendly welcome, professional interview, and personal follow-up from the district. Teachers also saw the explanation of new teacher programs and services and an overview of the district services available to first year teachers as a valuable experience. Their concerns at the school site focused on having an administrator who provided opportunities for questions and encouraged the beginning teachers to develop their instructional skills

by a variety of means. Additionally, the introduction of the new teacher to the staff and support personnel at the site, an explanation of curriculum guides, available resources, grading policies and school/district philosophy were of comparable importance. Beneficial instructional support took the form of specific workshops and the opportunity to observe other teachers during released time. These findings were consistent with the findings of other researchers who emphasized the importance of meeting the emotional, social, and instructional needs of the beginning teacher in order to increase novice teachers' feelings of competence and of acceptance.

Stewart compared the perceptions of beginning teachers and district personnel officers related to the specific types of induction and support programs each interprets as most beneficial to the retention and advancement of the new teacher cadre. The personnel officers and novice teachers registered a disparity with regard to the importance ratings generated for a variety of assistance areas. Although beginning teachers valued the provision of these items, the personnel officers had responded with higher levels of importance. Of special note in Stewart's findings was the level of importance beginning teachers placed upon site administrator support. Stewart recommended making principals aware of the important place they hold within the professional and personal lives of their first year teachers; she also recommended principals receive specialized training

necessary to understand fully the developmental and emotional needs of their new teachers. Effective beginning teacher induction and on-going support could provide a smooth and successful transition from education student to classroom teacher. By understanding beginning teachers' emotional phases and their developmental stages, the support necessary to quell the high levels of new teacher attrition can be provided.

The purposes of mentoring were not always clear. Claims about mentoring had not been subjected to rigorous empirical scrutiny. The questions of what mentors should do, what they actually do, and what beginners learn as a result remained open although the education community understood that mentors have a positive affect on teacher retention.

Some studies showed mentors promote conventional norms and practices, thus limiting reform (Feiman-Nemser, Parker, & Zeichner, 1993). In reviewing the literature, Little (1990) found few comprehensive studies well-informed by theory and designed to examine in depth the context, content and consequences of mentoring. Before 1990, the literature on mentoring consisted mainly of program descriptions, survey-based evaluations, definitions of mentoring, and general discussions of mentors' roles and responsibilities. Researchers did not conceptualize mentors' work in relation to beginners' learning nor did they study the practice of

mentoring directly. Since 1990, some gaps were filled. In one comparison of two beginning teacher programs, researchers documented striking differences in the way mentor teachers conceived of and carried out their work with novices. They linked these differences in mentors' perspectives and practices to differences in role expectations, working conditions, program orientations, and mentor preparation (Feiman-Nemser & Parker, 1993). Between 1991and 1995, researchers at the National Center for mentoring worked in selected sites in the United States, England, and China. Preliminary findings underscored the influence of mentors' beliefs about learning to teach, the challenges of learning to teach for understanding, and the impact of different contextual factors on mentors' practice and beginners' learning.

The literature review showed research that compared the perceptions of personnel officers with that of beginning teachers, research that looked at mentor perceptions, and research that looked at mentee perceptions. No studies have been found that compare the perceptions of the ranked importance of the mentee and the mentor on the same induction activities. Such vital research would make an extremely important contribution to the study of beginning teacher induction programs that also had a mentor component. Understanding what components of the beginning teacher induction program both the mentees and the mentors perceive as

valuable allows a staff development coordinator or administrator to develop an effective program for the district.

CHAPTER 3

METHODOLOGY AND RESEARCH DESIGN

This chapter focuses on the methodology utilized in conducting this quantitative research study. The chapter describes the procedures used in this study with the following divisions: (1) the purpose for conducting the research, (2) the population and sample description, (3) the instrumentation design and development, (4) the research design, including procedures used for the distribution of the instrument, and (5) the processing and analysis of data.

Purpose

The development of a recommendation for a beginning teacher induction program comprised the purpose of the study. The recommended comprehensive induction and support program addressed the activities perceived as somewhat important, extremely important, or essential by both the mentor teachers and the mentee teachers. Districts could then use the recommended program to improve or enhance their current induction process. The process included describing the mentor programs currently in

place in Region XI in Texas by surveying the mentors and mentees. Of particular relevance was a determination and description of the mentor program model in place and the type of activities associated with the model. Additionally, the process included determining, based on rankings of mentors and mentees, the importance of various factors and conditions identified in the literature and making recommendations for a beneficial model with particular emphasis on the expressed mentor and mentee rankings.

Region XI was one of 20 Education Service Centers established by the 1967 Texas State Legislature. As an intermediate educational agency, Region XI provided information, services, staff development and support to 79 public school districts serving over 400,000 students in kindergarten through 12th grade and 31,000 educators. In an area covering 10 counties of North Texas; Region XI serviced an area equal to the state of New Jersey in size. School districts in this region ranged in size from Fort Worth Independent School District's large metropolitan schools to small rural districts with only one building housing a total of 80 students for grades K-9. Many community and cultural resources surrounded the Region XI Education Service Center, centrally located in Fort Worth, Texas.

Population and Sample

The Texas Education Agency web page listed all of the 79 public school

districts in Region XI. Law mandates that each school district have a mentor component in the teacher induction process. The Texas Education Agency website, through the Region XI link, served as a resource for the list of all the superintendents. Each of the 79 school districts' superintendents received a letter which recognized each superintendent as associated with a progressive school district and quoted from President Clinton's 1997 State of the Union address the priority of "a talented, dedicated, and well-prepared teacher in every classroom." In order to meet the President's priority, there must be an adequate induction program for beginning teachers. The researcher explained the research as doctoral research in educational administration at the University of North Texas and informed the superintendents that purposes of the research included determining beginning teacher induction activities involving a mentor component occurring in Region XI, determining the level of importance mentors and mentees attach to the activities, determining the difference in ranking of importance of the activities by the mentors and mentees, and using the research to make suggestions regarding what planned activities contribute to the effectiveness of a mentor program from the perspective of those most closely involved---the mentors and mentees. The researcher stated all participating districts would receive a copy of the results.

Through the letter, the superintendents received the information that

distribution of a questionnaire as a data collection tool would occur through staff development coordinators and that the participation of each district would prove invaluable to the study so that responses would be representative of the entire region. A second page, enclosed in addition to the letter, gave the superintendent two choices regarding participation. The affirmative choice required the addition of the name and address of the staff development person to contact. The negative response did not require any additional information. A self-addressed, stamped envelope facilitated the form's return.

The superintendent of Lewisville Independent School District, which currently employs the researcher, stated that the associate superintendent for curriculum and instruction had the responsibility for reviewing studies and scheduling meetings regarding research. The associate superintendent reviewed the plan for the study during a specially scheduled meeting. The associate superintendent expressed interest in the study and a belief that the study would make a valuable contribution to the research. He did ask the amount of time the questionnaire would require for completion. From the pilot study, 20 minutes were required. After this meeting and discussion, the associate superintendent wrote a letter of endorsement which accompanied the request sent to all the superintendents asking permission for the distribution of the survey and which stated to the other

superintendents that Lewisville would participate and encouraged them to also participate in the survey.

The population for this study consisted of the 79 school districts, located in Region XI in Texas. Of this population, 25 school districts' superintendents returned positive responses to the request to participate. Forty-five districts' superintendents returned negative responses. Some included comments regarding the reason for the non-participation. One district called and stated participation would occur if necessary, but the staff, currently very busy, preferred not to participate. The remaining eight, contacted by phone, all indicated that although they had not returned the permission form, they did not wish to participate.

Contact occurred with each staff development coordinator, or person with teacher induction as part of designated duties, after receiving the permission forms back. Each staff development coordinator stated how many surveys would be needed by the district. In all but two cases, the district had assigned one mentor per mentee. In the other two districts, the mentors assumed responsibility for more than one mentee, thus causing a variance in the number of surveys required. Using the staff development coordinator as

a contact person for distribution, collection, and return of the instruments increased the response rate. The staff development coordinator contacted mentors and mentees. A letter with consent form accompanied the surveys and included a phone number for contact purposes if questions arose. Seven

calls of inquiry resulted. Four of the seven calls regarded questions about anonymity; the other three regarded the survey instrument.

Kindergarten-12th grade teachers in both special education and regular education comprised the mentors/mentees. They represented the spectrum of grade levels and content areas. The respondents taught in large, medium, and small school districts that included both urban and rural populations.

Instrumentation

This study used a responsive, or confirmation, questionnaire/survey to elicit the provision and evaluation of specific activities in new teacher induction programs. The design of the instrument featured ease of completion for the participants as a goal. The survey, the least expensive most convenient method of gathering information from participants, allowed for sampling of a larger segment of the population.

Specific steps governed development of the survey instrument. Information was needed about frequency of occurrence of mentoring

activities and about the importance that mentors and mentees attached to the activities. According to Gall, Borg, and Gall (1996), a questionnaire that measures attitudes generally must be constructed as an attitude scale and must use a large number of items (usually at least 10) in order to obtain a reliable assessment of an individual's attitude. Gall, Borg, and Gall further state that an attitude scale for a questionnaire study should be pre-tested in order to check its reliability and validity. Also, the pre-test should determine whether individuals in the sample have sufficient knowledge and understanding to express a meaningful opinion about the topic.

Development of the instrument required using clear, concise questions and striving for ease of readability. Both mentors and mentees received the same questions. The concept of reliability dealt with whether or not the instrument could measure the same trait consistently upon repeated measurement, while validity dealt with whether the instrument was truly measuring the specific trait that it was supposed to measure. The validation of the survey used focus-group discussion with K-12 Region XI personnel in Lewisville.

A group of mentee teachers and mentor teachers not participating in the study pretested the survey. Fundamental to the evaluation of any instrument was the degree to which test scores were free from various sources of measurement error and demonstrate consistency from one

occasion to another. Different types of reliability estimates should be used to estimate the contributions of different sources of measurement error. I used Cronbach's Alpha as the measure of internal consistency for this instrument. Generally used for measures where subjects respond to questions on a scale (1 to 3, 1 to 4, 1 to 5, etc.), Alpha can range between 0 and 1. If a scale has an alpha above 0.60, it was usually considered to be internally consistent. This instrument showed 0.88 on the Cronbach's Alpha.

The survey instrument had two parts. The first part asked the respondents for demographic information such as content areas and specialty areas. It also asked mentors how many mentees they supervised. The second part of the instrument was composed of questions describing mentor/mentee activities. The specific activities corresponded to mentoring roles and activities reported in the literature and in the focus groups. These factors included supervision, collegiality, emotional support, curriculum, and professional growth. Respondents indicated the frequency of occurrence of each activity and its importance to them. The format of the questionnaire required each respondent to categorize each activity by frequency of occurrence and to rank by level of importance.

The items were generated from the literature review and from focus groups of teachers who had been either mentors or mentees themselves.

Two pilot studies helped increase the effectiveness of the questionnaire. In the first stage of the pilot study, focus groups using the target questions were conducted with mentors and mentees participating in the Lewisville Independent School District mentor program. These mentors and mentees represented various grade levels in both regular and special education. These focus groups checked the questions and the nature of the elicited content. The participants offered suggestions regarding other questions that would be beneficial to add to the survey. Respondents clarified any questions or concerns and gave suggestions about any changes that needed to be made for the instrument to be more useful. Respondents suggested some questions were not clear and needed to be reworded. Additional questions needed to be added to enable parts of the data analysis to be completed. As needed, appropriate additions, deletion, and modifications were made to the survey reflecting the suggestions evident after the initial administration.

Field testing the revised instrument, the second stage of the pilot study, used a survey format. This stage of the pilot study provided feedback about the questions so that the researcher could control for the possibility of misinterpretation, redundancy, inconsistency, or bias.

Twenty-five mentors and 25 mentees in Lewisville Independent School District who had not participated in the initial interviews received the

revised survey. As a result of the second pilot, implementation of a new set of directions for the purpose of increasing clarity and correctness of completion occurred. The respondents gave feedback that suggested the instructions did not clearly state that each question had two answers---one for frequency and one for ranking of importance. To make the instructions clearer, a section stating the expectations was added to the survey.

Research Design

The researcher used survey research design and procedures. For the dissertation study, each mentee and mentor participating in mentor programs in the school districts that agreed to be surveyed received a questionnaire. The analysis of data relied on both discriminant analysis and descriptive statistics. The Excel Macros descriptive statistics showed mean and standard deviation for each question. Mean of each activity for the mentors and mentees provided a way of ranking the activities according to level of importance. Standard deviation provided a way of determining the within- groups variance. Use of discriminant analysis provided a way of determining how the mentor and mentee perceptions of the rank in importance differed.

Two pilot studies involving interviews and use of the survey instrument

occurred previous to the distribution of the survey. The University of North Texas Institutional Review Board received the study and survey for approval before distribution. The study qualified as being exempt from further review because of minimal risk to the subjects which meant that the probability and magnitude of harm or discomfort anticipated in the research did not exceed that encountered in daily life or during the performance of routine physical or psychological examinations or tests.

By completing a survey, each mentor and mentee in these districts were provided an opportunity to give feedback about activities. Their feedback provided much information about the programs from teachers actually doing the mentoring. In an effort to get as high a response rate as possible, several steps were taken. The cover letter that accompanied each questionnaire assured confidentiality. The staff development coordinator, or person who assumed responsibility for distributing and collecting the questionnaires of each district, received the questionnaire.

Mentors and mentees from 25 districts in Region XI responded positively to the letter of request for participation: Argyle, Aubrey, Birdville, Bluff Dale, Bridgeport, Burleson, Carroll, Chico, Cleburne, Eagle Mt.-Saginaw, Everman, Garner, Hurst-Euless-Bedford, Keller, Lake Dallas, Lewisville, Little Elm, Mansfield, Mineral Wells, Northwest, Paradise, Sanger, Springtown, Weatherford, and White Settlement. Of the 367 mentor teachers queried,

316 returned the surveys, resulting in an 86% response rate. Three hundred seventy-seven mentee teachers received the survey for completion; 245 returns were received, accounting for a 65% return rate.

Data Analysis

The unit of analysis for this study included individual mentors and individual mentees. Descriptive statistics allowed analysis of each respondent group as to frequency of occurrence of each activity. Charting of results occurred. Mentors and mentees ranked each of the 25 activities on a Likert-type scale according to their perceived level of importance. By using discriminant analysis with the SPSS analysis tool, a comparison made between the means of the mentors and those of the mentees found differences regarding perceived importance of the activities. Discriminant analysis allowed the researcher to simultaneously study differences between two or more groups of objects with respect to several variables. The data cases must be members of two or more mutually exclusive groups. In this case, the mentors and the mentees formed the two mutually exclusive groups. The analysis in which groups differ in perception used Wilks's lambda, a statistic that takes both the differences between groups and the cohesiveness within groups into consideration. Lambda can be converted into an overall, multi-variate F statistic for the test of group differences.

Descriptive statistics were used to determine which activities were occurring in Region XI and the frequency with which the activities were occurring. Mentor and mentee rankings on a Likert-type scale determined activities valued as extremely important. The use of discriminant analysis determined differences in mentor and mentee perceptions. All data combined allowed for recommendations for an effective mentor program as part of the beginning teacher induction process.

In this chapter the researcher introduced the methodology and procedures used in the research study. I explained the purpose of developing a beginning teacher induction program and described the population and sample size of the study based on Region XI school districts. I also told how the research gathered information and how the data were analyzed using descriptive statistics and discriminant analysis.

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CHAPTER 4

RESULTS AND DISCUSSION

Introduction

In this chapter I presented the research findings with detailed analysis of the data collected, framed by each research question considered. Interpretation and analysis of the data received particular emphasis. I presented the findings of the data collected for this research study in relation to the five research questions:

- What beginning teacher induction activities involving a mentor/mentee component are reported as actually happening by mentors and their mentees in Region XI K-12 public schools in Texas?
- What frequency of occurrence do the mentors/mentees report for the activities?
- What level of importance do the mentors and mentees attach to the activities?
- How do the rankings of importance of activities differ between the mentors and mentees?
- What mentor/mentee activities should be made an integral part of any beginning teacher induction program with a mentor component?

Using the data, I addressed questions regarding the occurrence of the activities, frequency of the occurrence of the activities, and the perceived importance of the activities to the mentors and mentees. I described the sample, followed by a detailed analysis of the occurrence of the activities, frequencies of occurrence of the activities, and rankings of activities by mentors and mentees. Using discriminant analysis, I compared the perceptions of the importance attached to the activities by the mentors and mentees. This chapter included a discussion of the findings within the

context of each research question. The 25 activities surveyed in K-12 public schools in Region XI included Odell's categories of systems information, resources/materials, instructional support, emotional support, student management, demonstration teaching, and parental support. Surveyed activities also included logistical areas and concerns. Several points regarding these categories of support merited discussion. Not all of the categories ranked equally important to individual beginning teachers at a particular time. The importance of the categories tended to change with the progression of the school year and the stage of development of the beginning teacher. Most beginning teachers needed school system information at the beginning of the school year and at later times information concerning future teaching assignments and contracts. With time, their needs for advice on student management gave way to their needs for support more directly pertinent to the instructional process.

Description of Sample

The 25 districts in Region XI that responded positively to the letter of request for participation to the superintendent included: Argyle, Aubrey, Birdville, Bluff Dale, Bridgeport, Burleson, Carroll, Chico, Cleburne, Eagle Mt.-Saginaw, Everman, Garner, Hurst-Euless-Bedford, Keller, Lake Dallas, Lewisville, Little Elm, Mansfield, Mineral Wells, Northwest, Paradise, Sanger, Springtown, Weatherford, and White Settlement. Of the 367

mentor teachers queried, 316 (86%) returned the surveys. Of the 367 mentee teachers queried, 245 (65%) returned surveys.

Detailed Analysis of Findings

Detailed Analysis of Types of Reported Mentoring Activities

A survey instrument provided detailed information on beginning teacher induction activities involving a mentor/mentee component in Region XI K-12 public schools in Texas. Mentors and mentees were asked to indicate the frequency of occurrence of 25 activities from choices of zero, a range of 1-2, a range of 3-5, and more than 5 times.

The survey included logistical criteria regarding physical proximity as well as grade level and content area. Beginning teachers should have ready physical access to their mentors. When the mentor appeared too infrequently in the classroom of the new teacher, or if the new teacher must traverse the school grounds in order to receive support by the mentor; the likelihood that immediate and continuous mentoring would occur diminished. Matches may not always be achievable in grade level and content area in small school districts where there may be little overlap in grade level and content area among potential mentors and beginning teachers.

Conferencing, observation, and feedback categorized three specific features of the clinical supervision approach to mentoring. Conferencing as

related to supervision involved the discussion of teaching before and after a classroom observation. As part of the observation, mentors chose from several methods of data collection. For instance, handwritten descriptions of classroom activities, an audio cassette tape of verbal interaction, or a video recording of teacher and student behaviors constituted practical methods for gathering information. The interpretation and analysis of the observational data were important because they had to be reported to the teacher who was observed. The mentor's review of observational findings to determine which aspects of the teachers's classroom performance needed strengthening constituted feedback. Eleven of the activities were reported to occur by 85% or more of the mentors. These 11 activities constituted a definitive grouping of data. These 11 activities represented the categories of emotional, instructional, systems information, resources/materials, student management, and parental support. Table 1 showed these 11 activities.

Table 1

Activities reported to occur 1 or more times in Region XI by 85% or more of the surveyed mentors/mentees		
Verbal Description of Activity	% Mentors Reported to Occur	% Mentees Reported to Occur
(10) Mentor sharing classroom management techniques with mentee	96.18%	86.15%

Activities reported to occur 1 or more times in Region XI by 85% or more of the surveyed mentors/mentees		
(12) Mentor sharing instructional techniques with mentee	96.59%	85.34%
(14) Mentor providing information about administrative policies	96.39%	88.41%
(15) Mentor helping mentee form working relationship with other teachers	88.51%	
(17) Mentor giving mentee professional advice	97.55%	90.52%
(18) Mentor giving mentee emotional support	98.64%	89.22%
(19) Mentee giving mentor encouragement	100%	93.97%
(20) Mentor helping build mentee's confidence	98.97%	91.42%
(21) Mentor giving suggestions to mentee on how to develop new materials	90.44%	
(24) Mentor assisting mentee with socialization within school setting	85.30%	
(25) Mentor giving input regarding parental contact/conferencing skill	93.31%	

Emotional support included emotional-physical, psycho-social, and personal-intellectual needs. Emotional-physical support included self-esteem and self-confidence. The psycho-social aspect of the mentoring program concentrated on meeting the beginning teacher's need to receive support from the mentor teacher and from other colleagues. This type of support was vital to the beginning teacher's growth and helped to eliminate the

isolation and alienation reported by numerous beginning teachers in the literature. Personal-intellectual included intellectual stimulation, new ideas/knowledge, and innovative techniques. Five of the 11 activities fell into the emotional category of support, with 3 of the 11 being emotional-physical and two being personal-intellectual.

The perceptions of mentees formed a vital part of the data analysis. Table 1 showed seven activities that 85% or more of the mentees reported occurring in Region XI. Eighty-five percent or more of the mentors also reported all seven as occurring. Three of the seven activities fell into the emotional category of support; one fell into the instructional area, one into student management, and two into systems information. Mentor teachers impacted their mentee teachers by providing emotional support and by transmitting positive attitudes and cultural information to beginning teachers. Eighty-five percent of the mentors reported four areas as occurring although a smaller percentage of mentees reported the activities as occurring.

Table 2

Activities reported to occur 1 or more times in Region XI by 15% or less of the surveyed mentors/mentees		
Verbal Description of Activity	% Mentors Reported to Occur	% Mentees Reported to Occur
(7) Mentor being available full time as a consultant without teaching duties	12.86%	
(8) Mentor having an extra conference period to use for mentor duties	7.12%	11.54%
(9) Mentor participating in mentee's appraisal	14.74%	

Although mentors and mentees reported all 25 activities selected from the literature and the pilot study focus groups as occurring, mentors reported three activities as rarely occurring, and mentees reported one activity as rarely occurring. Table 2 shows those activities. The mentor group identified Activity 7, "Mentor being available full time as a consultant without teaching duties," as occurring in only 14.74% of the cases. The mentee group identified Activity 7 as occurring in 29.86% of the cases. In some situations the coordinators or supervisors met with the beginning teachers, and the novice teachers perceived them as "mentors" even though the supervisors did not receive a mentee assignment, and the mentees did not receive information telling them the supervisors would function as mentors for them. The mentee perception partially explained the differences in responses by the mentor and mentee groups and the

discrepancy in mentor and mentee viewpoint. These coordinators and supervisors filled a consultant role without any formal mentor assignment. In some cases in which the campus or district assigned mentor function ineffectively, the coordinator stepped in and filled the void. One mentee commented, "It's not important that they are 'full time'---they need to be active teachers in the classroom." "Mentor being available full time as a consultant without teaching duties" sometimes occurred when smaller districts used coordinators or supervisors in dual roles as mentors.

Mentoring defined a formative teacher development activity on the opposite end of the continuum from evaluation. Realistically, mentee teachers did not approach appraisers or evaluators about their weaknesses. The survey results indicated that Region XI mentors were able to fulfill their roles without being asked to be evaluators. The mentor, available full time as a consultant without teaching duties, fell into the category of instructional supervision. Traditionally, mistrust of supervisors by the teacher existed because the world of the supervisor removed itself from the world of practice and also because supervision closely resembled evaluation. The model in Region XI excluded mentoring by a formal supervisor available full-time without teaching duties. The mentor with an extra conference period for mentor duties was a logistical area. In Region XI, in an isolated situation where the ratio of mentors to mentees exists

such that one mentor meets the needs of several mentees, the mentor received an extra conference period. Fewer than 15% of the mentees identified this activity as having occurred one or more times.

Regarding Activity 8, "Mentor having an extra conference period to use for mentor duties," only 7.12% of the mentors and 11.54% of the mentees indicated this activity occurred. In cases where the mentor did have an extra conference, the mentor assumed responsibility for more than one mentee. The model in place in Region XI was generally one in which one mentor met the needs of one mentee assigned to him or her. In some cases the mentor and mentee received the same conference period, but generally, logistics prevented extra conference periods.

In some cases the mentees considered principals and district supervisors as mentors although they have not been assigned formally. These mentee comments were made:

> I actually had 3 mentors. I based this on---the one helping me get adjusted to middle school and the district leader helping me with training plus the one I went and observed at another school in my same area. I might have used my mentor in school more but I worked with a teacher I assisted for 2 periods and asked her everything I needed to know. I did not meet with a 'formal' mentor; however, I received informal mentoring from my principal and my grade level.

On occasion, mentees demonstrated lack of clarity regarding which individual fulfills the role of the mentor.

The third activity seen as rarely occurring by a large number of respondents was Activity 9, "Mentor participating in mentee's appraisal." Of the mentor respondents, 14.74% stated it occurred; of the mentee respondents, 19.66% stated it occurred. Some of the mentees commented they did not know whether the mentor provided input into the appraisal process. The mentor function proved less threatening when the mentor did not provide input into the appraisal. Providing appraisal information represented more of a clinical function than a colleague or consultant function when it did occur.

"Mentor participating in mentee's appraisal" fell into the category of evaluation. Evaluation fell at one end of a formative-summative continuum intended to promote the professional development of teachers. The process of evaluation defined the most summative of teacher development activities. Evaluation provided data for hiring decisions for school districts by personnel administrators.

Detailed Analysis of Frequency of Occurrence in Region XI

Activities reported as occurring with the highest frequency in the largest percentage of the cases fell into the categories of emotional support, instructional support, student management, systems information, and logistics. Mentors in Region XI believed mentees received the emotional support they needed to be successful in their first year of teaching. Mentors

saw themselves as providing instructional support and assisting the mentee in developing classroom management skills. Mentees comments did not always reflect the same perceptions. A detailed analysis of frequency was given in Appendix B.

Regarding frequency of occurrence of the activities, the mentor sample reported“Mentor giving mentee encouragement” occurring more than 5 times in 79.45% of the cases, “Mentor giving mentee emotional support” occurring more than 5 times in 66.10% of the cases, “Mentor helping build mentee’s confidence” more than 5 times in 64.95% of the cases, “Mentor sharing instructional techniques with mentee” more than 5 times in 58.70% of the cases, “Mentor sharing classroom management techniques with mentee” more than 5 times in 55.21% of the cases, ”Mentor giving mentee professional advice” more than 5 times in 54.20% of the cases, and “Mentor teaching the same subject area or same grade level” more than 5 times in 50.00% of the cases. Mentors reported “Mentor having classroom in close physical proximity to mentee’s classroom” occurring more than 5 times in 49.43% of the cases. Mentors reported “Mentor teaching same academic level as mentee” occurring more than 5 times in 47.10% of the cases.

Regarding how frequently the activities are occurring, the mentee sample reported “Mentor giving mentee encouragement” occurring more

than 5 times in 62.07% of the cases; “Mentor helping build mentee’s confidence” occurring more than 5 times in 52.36% of the cases; and “Mentor giving mentee emotional support” occurring more than 5 times in 51.72% of the cases. The sample further reported “Mentor having classroom in close proximity to mentee’s classroom,” occurring more than 5 times in 49.27% of the cases; “Mentor teaching the same subject area or same grade level,” occurring more than 5 times in 48.80% of the cases; “Mentor providing information about administrative policies,” occurring more than 5 times in 47.64% of the cases; “Mentor sharing instructional techniques with mentee,” occurring more than 5 times in 46.98% of the cases; “Mentor teaching same academic level as mentee,” occurring more than 5 times in 46.63% of the cases; and “Mentor giving mentee professional advice,” occurring more than 5 times in 45.69% of the cases. These percentages showed perceptions from the mentee perspective.

The three activities reported as occurring with the highest frequency, according to the mentees’ perceptions, in the largest percentage of the cases were all in the category of emotional support. The mentees’ perception indicated that mentors in Region XI were doing an effective job of recognizing emotional needs of beginning teachers and helping them learn coping skills. When mentees learn coping skills, they can be successful in gaining confidence in their own ability to handle problem situations. When

mentors showed emotional support, they alleviated mentee feelings of loneliness and isolation. Mentee comments regarding mentor encouragement and support included:

> My mentor was wonderful. As you can see I think it's important to have mentors. She is the only reason I made it through the year and plan to keep teaching. My first year has been great---thanks to her!

The six other activities occurring with the most frequency per the mentees included systems information, instructional support, and several logistical criteria. Consensual agreement existed in the literature about the importance of assigning a mentor to a beginning teacher teaching the same grade level and content area as the mentor. This consensual agreement also applied to the teaching of the same academic level. This matching occurred in Region XI. Beginning teachers viewed as more credible those mentors who possessed the same experiences as the mentee. In some school districts, reality sometimes makes matching for level and content difficult. Matches may not always occur in small school districts, in particular, where there may be little overlap in grade level and content area among mentors and mentees. In Region XI mentees indicated achievement of physical proximity between mentor and mentee. Immediate and continuous mentoring occurred when the mentor could enter the classroom of the mentee frequently, and the mentee connected with the mentor easily without having to cross the campus or proceed to another building.

Comments in this area included:

> Other teachers, those in close proximity, assisted in mentoring on many occasions. We teach at a different grade level. I'm not sure of my mentor's grade level. I think my mentor is a wonderful person and teacher. Unfortunately, she teachers fifth and I teach fourth. I really had no contact with her at all. My fourth grade team is who I received all of #'s 1-25 from. Mentors and mentees needed to be in the same grade level/team.

Detailed Analysis of Level of Importance Attached to Activities

To answer the third research question regarding the level of importance of the 25 activities to the mentors and mentees, each participant ranked each of the 25 activities on a scale with choices ranging from one to five. One indicated the level of least importance and five indicated the level of highest importance. Mentor rankings revealed interesting information. As seen in Table 3, in rank order from highest to lowest importance, the mentors attached values to the activities.

Table 3

Rank Ordering of Activities by Mentors

Rank Order	Activity #	Verbal Description of Activity	Mean Rank
1	19	Mentor giving mentee encouragement	4.72
2	20	Mentor helping build mentee's confidence	4.64
3	18	Mentor giving mentee emotional support	4.57

Rank Ordering of Activities by Mentors			
4	10	Mentor sharing classroom management techniques with mentee	4.47
5	14	Mentor providing information about administrative policies	4.44
6	12	Mentor sharing instructional techniques with mentee	4.41
7	17	Mentor giving mentee professional advice	4.23
8	25	Mentor giving input regarding parental contact/conferencing skill	4.12
9	4	Mentor giving constructive feedback after observing mentee	3.99
10	5	Mentor having classroom in close physical proximity to mentee's	3.95
11	21	Mentor giving suggestions to mentee on how to develop new materials	3.8
12	6	Mentor teaching the same subject area or same grade level	3.89
13	16	Mentor giving guidance to the implementation of the TEKS	3.87
14	13	Mentor planning lessons with mentee	3.85
15	15	Mentor helping mentee form working relationships with other teachers	3.8
17	1	Mentor observing mentee	3.7

Rank Ordering of Activities by Mentors			
17	2	Mentee observing mentor	3.7
18	22	Mentor teaching same academic level as mentee	3.66
19	24	Mentor assisting mentee with socialization within school setting	3.48
20	3	Mentor scheduling formal conference after observing mentee	3.42
21	23	Mentor suggesting professional development activities based on need	3.32
22	11	Mentor doing demonstration lessons for mentee	3.31
23	8	Mentor having an extra conference to use for mentor duties	3.09
24	9	Mentor participating in mentee's appraisal	2.51
25	7	Mentor being available full-time as a consultant w/o teaching duties	2.41

Mentors ranked "observation of mentor by mentee" and "observation of mentee by mentor" as equally important with a rank of 17 out of 25 activities; both received a mean rank of 3.7. A rank of 3 denoted "somewhat important," and a rank of 4 denoted "extremely important." Eight activities ranked at least "extremely important" with the mentors.

Mentors in Region XI placed the highest ranking of importance on three areas that fall in the category of personal and psychological support:

- Mentor giving mentee encouragement
- Mentor helping build mentee's confidence, and
- Mentor giving mentee emotional support.

Other activities ranked extremely important fall into the categories of systems information:

- Mentor providing information about administrative policies, and
- Mentor giving mentee professional advice.

Yet another falls into the category of student management support:

- Mentor sharing classroom management techniques with mentee.

Instructional support includes:

- Mentor sharing instructional techniques with mentee.

Parental area of support shows:

- Mentor giving input regarding parental contact/conferencing.

Looking at the areas the mentors rankest the lowest, the mean ranking for the mentors indicated two activities ranked more than 2, "of little importance" but less than 3, "somewhat important." Both were reflective of activities indicating supervision and evaluation, summative activities:

- Mentor participating in mentee's appraisal, and

- Mentor being available full-time as a consultant without teaching duties.

The level of importance attached to the activities by the mentees varied from 2.39, in the “of little importance” range, to 4.49, in the “extremely important” range. Table 4 provided a rank ordering of the level of importance the mentees attached to the activities.

Table 4

Rank Ordering of Activities by Mentees

Rank Order	Activity #	Verbal Description of Activity	Mean Rank
1	19	Mentor giving mentee encouragement	4.49
2	20	Mentor helping build mentee confidence	4.32
3	14	Mentor providing information about administrative policies	4.27
4	17	Mentor giving mentee professional advice	4.23
5	18	Mentor giving mentee emotional support	4.22
6	10	Mentor sharing classroom management techniques with mentee	4.19
7	12	Mentor sharing instructional techniques with mentee	4.15
8	25	Mentor giving input regarding parental contact/conferencing skill	4.05

Rank Ordering of Activities by Mentees			
9	6	Mentor teaching same subject area or same grade level	3.99
10	22	Mentor teaching same academic level as mentee	3.83
11	21	Mentor giving suggestions to mentee on how to develop new materials	3.8
12	16	Mentor giving guidance on the implementation of the TEKS	3.74
13	15	Mentor helping mentee form relationship with other teachers	3.63
14	5	Mentor having classroom in close physical proximity to mentee	3.55
15	4	Mentor giving constructive feedback after observing mentee	3.53
16	13	Mentor planning lessons with mentee	3.46
17	2	Mentee observing mentor	3.38
18	23	Mentor suggesting professional development activities based on need	3.28
19	11	Mentor doing demonstration lessons for mentee	3.14
20	24	Mentor assisting mentee with socialization within school setting	3.01
21	1	Mentor observing mentee	2.84
22	3	Mentor scheduling formal conference after observing mentee	2.81

Rank Ordering of Activities by Mentees			
23	8	Mentor having an extra conference period to use for mentor duties	2.53
24	7	Mentor being available full-time as a consultant w/o teaching duties	2.42
25	9	Mentor participating in mentee's appraisal	2.39

Mean rankings for the mentees in Region XI showed eight activities ranked at least "extremely important." Mentees in Region XI placed the highest ranking on two areas that fell in the emotional category of personal and psychological support, "Mentor giving mentee encouragement" (4.49) and "Mentor helping build mentee confidence" (4.32). The mentees ranked "Mentor giving mentee emotional support," a third activity in the emotional support area, fifth (4.22).

These rankings corresponded to the category of support labeled "emotional" by Odell (1986) in a series of studies conducted in a teacher-mentoring context. The mentees' high ranking of emotional support represented a significant finding given the high dropout rate among beginning teachers. The finding suggested training mentors to help beginning teachers develop their personal skills and become more self confident merited attention.

According to Odell, beginning teachers who have a strong self-concept and rely on their own strength make it through their first trying first years.

For those who lack an inner strength and resilience, or demonstrate lack of awareness of their need to build support agents, the stress and disillusionment led to burnout. According to the Region XI respondents two of the most important functions of a mentor were to encourage the beginning teacher and to assist in the developing of confidence, including necessary coping skills so he or she could be self reliant. To encourage and assist in the development of confidence, a planned program of psychological support appeared necessary.

The activities ranked as third and fourth by the mentees, "Mentor providing information about administrative policies" and "Mentor giving mentee professional advice," fell into the category of support for mentoring beginning teachers that was generally considered systems information. This category included giving the new teacher information related to procedures, guidelines, or expectations of the school district and included departmental, campus, and district information. The fifth ranked activity, "giving emotional support," came in the area of emotional support along with the first and second ranked activities.

Other activities ranked as extremely important fell into three other categories. Student management, ranked sixth, included giving the new teacher guidance and ideas related to discipline and managing students. The instructional category ranked seventh includes giving information about

teaching strategies or the instructional process to the new teacher. The last activity ranked extremely important by the mentees falls in the parental category of giving help or ideas to the new teacher related to conferencing or working with parents.

The results of the Region XI survey proved very similar to the research of Odell (1986), which demonstrated beginners were concerned about systems information and professional issues such as understanding district personnel policies and procedures, roles and responsibilities of the district personnel and the expectations of the school community. Her research, much like the Region XI results, found beginning teachers were highly concerned about instructional matters such as lesson planning, locating and selecting appropriate resources and materials, establishing effective classroom discipline and management. Most importantly, beginners revealed a critical need for personal support and encouragement.

In contrast with the Region XI mentees, Odell (1986) found that beginning teachers strongly desired their mentors to observe their classroom performance and provide feedback. Interestingly the observation of mentee by mentor ranked low with the mentees. Region XI mentors and mentees did not perceive this clinical model activity as very important. The colleague model activities of providing emotional support, building confidence, and

giving encouragement ranked as very important. Perhaps the Region XI mentees have not had an opportunity to experience the benefits of the observation, feedback, and conferencing cycle. Table 5 offers a side-by-side comparison of the rank ordering the mentees and mentors place on the activities:

Table 5

Comparison of Ranking by Mentees and Mentors---Side-by Side

Activity #	Verbal Description of Activity	Mentee Rank	Mentee Mean Rank	Mentor Rank	Mentor Mean Rank
1	Mentor observing mentee	21	2.84	17	3.7
2	Mentee observing mentor	17	3.38	17	3.7
3	Mentor scheduling formal conference after observing mentee	22	2.81	20	3.42
4	Mentor giving constructive feedback after observing mentee	15	3.53	9	3.99
5	Mentor having classroom in close physical proximity to mentee's classroom	14	3.55	10	3.95
6	Mentor teaching the same subject area or same grade level	9	3.99	12	3.89
7	Mentor being available full time as a consultant without teaching duties	24	2.42	25	2.41
8	Mentor having an extra conference period to use for mentor duties	23	2.53	23	3.09
9	Mentor participating in mentee's appraisal	25	2.39	24	2.51
10	Mentor sharing classroom management techniques with mentee	6	4.19	4	4.47
11	Mentor doing demonstration lessons for mentee	19	3.14	22	3.31

Comparison of Ranking by Mentees and Mentors---Side-by Side					
12	Mentor sharing instructional techniques with mentee	7	4.15	6	4.41
13	Mentor planning lessons with mentee	16	3.46	14	3.85
14	Mentor providing information about administrative policies	3	4.27	5	4.44
15	Mentor helping mentee form working relationship with other teachers	13	3.63	15	3.8
16	Mentor giving guidance on the implementation of the TEKS	12	3.74	13	3.87
17	Mentor giving mentee professional advice	4	4.23	7	4.23
18	Mentor giving mentee emotional support	5	4.22	3	4.57
19	Mentor giving mentee encouragement	1	4.49	1	4.72
20	Mentor helping build mentee's confidence	2	4.33	2	4.64
21	Mentor giving suggestions to mentee on how to develop new materials	11	3.8	11	3.92
22	Mentor teaching same academic level as mentee	10	3.83	18	3.66
23	Mentor suggesting professional development activities based on need	18	3.28	21	3.32
24	Mentor assisting mentee with socialization within school setting	20	3.01	19	3.48
25	Mentor giving input regarding parental contact/conferencing skill	8	4.05	8	4.12

Although the eight activities valued as extremely important or essential emerge the same for mentees and mentors, the ordered value of the eight activities designated by the mentors and the ordered value of the eight activities designated by the mentees differed slightly. Table 6 showed

the order of ranking for the eight activities ranked extremely important by the mentors.

Table 6

Activities Ranked Extremely Important by the Mentors		
Activity #	Verbal Description of Activity	Mean Rank
25	Mentor giving input regarding parental contact/conferencing skill	4.12
17	Mentor giving mentee professional advice	4.23
12	Mentor sharing instructional techniques with mentee	4.41
14	Mentor providing information about administrative policies	4.44
10	Mentor sharing classroom management techniques with mentee	4.47
18	Mentor giving mentee emotional support	4.57
20	Mentor helping build mentee's confidence	4.64
19	Mentor giving mentee encouragement	4.72

For the eight activities ranked "extremely important" by the mentees the ordered value from lowest to highest was:

Table 7

Activities Ranked Extremely Important by the Mentees		
Activity #	Verbal Description of Activity	Mean Rank
25	Mentor giving input regarding parental contact/conferencing skill	4.05
12	Mentor sharing instructional techniques with mentee	4.15
10	Mentor sharing classroom management techniques with mentee	4.19
18	Mentor giving mentee emotional support	4.22
17	Mentor giving mentee professional advice	4.23
14	Mentor providing information about administrative policies	4.27
20	Mentor helping build mentee confidence	4.32
19	Mentor giving mentee encouragement	4.49

Table 8 summarized the mentor mean ranking showing two activities ranked "of little importance" but less than "somewhat important."

Table 8

Activities Ranked of Little Importance by the Mentors		
Activity #	Verbal Description of Activity	Mean Rank
7	Mentor being available full time as a consultant without teaching duties	2.41
9	Mentor participating in mentee's appraisal	2.51

The mean ranking for the mentee group showed five activities ranked “of little importance” (2) but less than “somewhat important” (3). Table 9 showed these five activities.

Table 9

Activities Ranked Of Little Importance by Mentees		
Activity #	Verbal Description of Activity	Mean Rank
9	Mentor participating in mentee’s appraisal	2.39
7	Mentor being available full-time as a consultant w/o teaching duties	2.42
8	Mentor having an extra conference period to use for mentor duties	2.53
3	Mentor scheduling formal conference after observing mentee	2.81
1	Mentor observing mentee	2.84

The mean for item seven was 2.41 for mentors and 2.42 for mentees. Neither group saw the mentor being available full time as a consultant without teaching duties as important. Beginning teachers wanted the mentor to be engaged in the teaching process at the time he or she serves as a mentor. Although neither group valued the mentor participating in the mentee’s appraisal, the mentor group ranked it slightly higher with a mean

of 2.51 as compared to 2.39 for the mentees. Some mentors believed that if they participated in the appraisal process, the mentee felt threatened; thus, the mentee would not be as likely to ask questions and seek needed information. The mentor relationship functioned best when no threat of evaluation existed.

Discriminant Analysis of Means

Discriminant analysis allowed the study of the differences between two or more groups of objects with respect to several variables simultaneously. First of all, the data cases should be members of two or more mutually exclusive groups. Data cases form the basic units of analysis. In this case data cases consist of people. The groups must be defined so that each case belongs to one, and only one, group. In this case the groups were the mentors and the mentees. Stepwise procedures must employ some measure of discrimination as the criterion for selection. Wilks's lambda comprises one such criterion. Wilks's lambda takes into consideration both the differences between groups and the cohesiveness within groups. Because Wilks's lambda operated as an inverse statistic, I selected the variable which produced the smallest lambda. Lamdba can be converted into an overall, mulitvariate F statistic for the test of group differences. By using this F instead of lambda, I selected the largest F. The greatest difference in

mentor and mentee perceptions of importance of activities occurred in activities:

- (1) Mentor observing mentee .889
- (2) Mentee observing mentor .906
- (3) Mentor scheduling formal conference after observing mentee .863
- (4) Mentor giving constructive feedback after observing mentee, and .903
- (8) Mentor having an extra conference period to use for mentor duties. .881

The first four of these activities all involved a clinical model in which the mentor observed, conferenced with, and provided feedback to the mentee. Results of the survey showed that in Region XI mentees did not value the functions of the clinical model as much as the mentors do. In all cases, the mentors ranked the activities as more important than the mentees. It appeared that in their current stage of professional development as neophyte

teachers, their concerns were more emotionally and systems based than instructionally based. Regarding activity eight, mentees did not recognize the time commitment that mentoring requires, unlike the mentors who remained more aware of the time being expended for the mentees. Mentee

teachers focused on their own needs in the beginning year of teaching, emphasizing the emotional area of support.

Detailed Analysis of Recommended Activities

Question five sought answers to the issue of what mentor/mentee activities should be made an integral part of any beginning teacher induction program with a mentor component. The literature review and the values attached to the activities by the mentors and mentees formed the basis for a definitive answer to the question. Concerning logistics, the literature review and the responses from Region XI participants showed that whenever possible grade level or content area and academic level should be the same. Physical proximity should also be close.

Although the order differed somewhat for mentors and mentees, both groups viewed the same eight activities as extremely important and worthy of inclusion. These included mentor giving mentee encouragement, mentor helping build mentee's confidence, mentor giving mentee emotional support, mentor sharing classroom management techniques with mentee, mentor providing information about administrative policies, mentor sharing instructional techniques with mentee, mentor giving mentee professional advice, and mentor giving input regarding parental contact/conferencing skill. Three of the activities fell in the emotional support area. Every program should have an emotional support component designed to provide

encouragement and promote self-esteem. Two of the activities fell in the area of systems information support. Every program should include systems information with emphasis on procedures, guidelines, and expectations at the campus and district level. Instructional and classroom management components should also be included. If the district chose to use the clinical model, provisions should be made for observation, conferencing, and feedback.

Summary

The activities listed on the survey were taken from the literature and the focal groups. Models of mentoring programs have been derived from Anderson's (1985) differentiation of four types of teacher mentorship programs:

- consultant mentor---an experienced classroom teacher with expertise in the area of curriculum and instruction, who is available to consult with teachers on instructional strategies, lesson development, and classroom management;
- clinical mentor---an experienced classroom teacher who nurtures the growth and development of beginning teachers by observing their classroom instruction and providing feedback to them on a regular basis;

- colleague mentor---an experienced classroom teacher who in addition to teaching full time, supports, encourages, and advises teachers as they carry out their daily teaching responsibilities;
- community mentor---a member of the community with certain specializations who helps teachers develop professionally and personally.

Considering Anderson's differentiation of four types of teacher mentorship programs, the Region XI activities fall into the categories of clinical, consultant, and colleague.

With regard to the first research question concerning the activities actually occurring as part of the beginning teacher induction process in Region XI the findings were not surprising. The 25 activities listed, according to the mentors and mentees, occurred at least one or more times in the mentor-mentee relationship. First, the mentor being available full time as a consultant without teaching duties did not constitute the model in place in Region XI. The model in place in most of the participating districts included a currently practicing teacher paired with a beginning teacher, whether one of a similar content area or grade level or not. Interestingly, 29.86% of the mentees believed the mentor was available full time as a consultant. Some written comments showed that in a very few cases instructional supervisors or coordinators acted as mentors.

Second, with 7.12% of the mentors indicating they had an extra conference period, it was apparent that this method of compensating mentors did not exist to a significant degree in Region XI. Time to do the mentoring remained imperative. Without the provision of extra time, it became really important to schedule the conference periods of mentee and mentor together. The low percentage (11.54%) of mentees who reported having an extra conference period indicated the mentees also recognized mentors were not receiving extra conference time.

The mentor participating in the mentee's appraisal constituted a third activity rarely occurring, according to 14.74% of mentors and 20.66% of mentees. This participation implied a threatening rather than supportive function, not used in Region XI. Mentees and mentors did not always perceive the actual occurrence or the frequency of occurrence of the activities in the same way. Many times a mentor believed that a particular activity had occurred whereas the mentee did not recognize it as having occurred. The activities going on in Region XI public schools K-12 formed the colleague model. In very few cases did the mentor operate strictly as a consultant or have release time. In the few cases using clinical functions of observation and feedback, the clinical model emerged.

With respect to the second question concerning the frequency of occurrence of the activities the mentors/mentees reported for the activities,

the findings were interesting. The frequency of occurrence study showed that most frequently occurring activities included: mentor giving encouragement, mentor giving emotional support, mentor having classroom in close proximity to mentee's classroom, mentor teaching same subject area or same grade level, mentor providing information about administrative policies, mentor sharing instructional techniques with mentee, mentor teaching same academic level as mentee, mentor giving mentee professional advice, and mentor sharing classroom management techniques with mentee.

With respect to the third research question, the eight activities which the mentors perceived as the most important also made up the most important activities for the mentees. This finding indicated effective mentors had a knowledge of what the mentor needed and valued.

The activities ranked as very important were occurring at least one or more times in almost all cases.

- "Mentor giving encouragement", (4.72) by mentors and (4.49) by mentees, occurred one or more times according to 100.00% of the mentors and 93.97% of the mentees;
- "Mentor helping build mentee's confidence," (4.64) by mentors and (4.32) by mentees, occurred one or more times according to 98.97% of the mentors and 91.42% of the mentees;

- "Mentor giving mentee emotional support," (4.57) by mentors and (4.22) by mentees, occurred one or more times according to 98.64% of the mentors and 89.22% of the mentees;
- "Mentor sharing classroom management techniques with mentee," (4.47) by mentors and (4.19) by mentees, occurred one or more times according to 96.19% of the mentors and 86.15% of the mentees;
- "Mentor providing information about administrative policies," (4.44) by mentors and (4.27) by mentees, occurred one or more times according to 96.39% of the mentors and 88.41% of the mentees;
- "Mentor sharing instructional techniques with mentee," (4.41) by mentors and (4.15) by mentees, occurred one or more times according to 96.59% of the mentors and 85.34% of the mentees;
- "Mentor giving mentee professional advice," (4.23) by the mentors and (4.23) by the mentees, occurred one or more times according to 97.55% of the mentors and 90.52% of the mentees; and
- "Mentor giving input regarding parental contact/conferencing skill," (4.12) by the mentors and (4.05) by the mentees, occurred one or more times according to 93.31% of the mentors and 80.69% of the mentees.

Regarding the fourth question, discriminant analysis showed the

greatest significant difference in mentor and mentee perceptions of importance of activities occurred in five activities, the first four of which all involved a clinical model in which the mentor observed, conferenced with, and provided feedback to the mentee. The fifth activity in which mentors and mentees showed significant difference in perception regarded the mentor having an extra conference, an area in which the mentor had a broader perspective than the mentee.

In deciding which activities to put in place as required in research question five, knowing the goals and values of the district proved vital. However, the importance of respecting the logistical concerns and the emotional needs expressed in Region XI mentees emerged as paramount. Each program must meet the logistical concerns by providing the same grade or subject, same level, same conference, and physical proximity. The emotionally based need for support in the areas of confidence building, giving encouragement, and giving emotional support required consideration.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Purpose

The development of a recommendation for a teacher induction program comprised the primary purpose of the study. Districts could then use the comprehensive recommended beginning teacher induction and support program which addressed the activities perceived as essential by both the mentor teachers and the mentee teachers to improve or enhance the current induction process. The process included a description of the

mentor programs currently in place in Region XI in Texas obtained by surveying the mentors and mentees. Of particular relevance was a determination and description of the mentor program model in place and the type of activities associated with the model. Additionally, the process included determining, based on rankings of mentors and mentees, the importance of various factors and conditions identified in the literature and making recommendations for a beneficial model with particular emphasis on the expressed mentor and mentee rankings.

Research Questions

l. What beginning teacher induction activities involving a mentor/mentee component are reported as actually happening by mentors and their mentees in Region XI K-12 public schools in Texas?

2. What frequency of occurrence do the mentors/mentees report for the activities?

3. What level of importance do the mentors and mentees attach to the activities?

4. How do the rankings of importance of activities differ between the mentors and mentees?

5. What mentor/mentee activities should be made an integral part of any beginning teacher induction program with a mentor component?

Methodology

Population.

The research for this study was conducted in northern Texas, and the subjects consisted of K-12 beginning teachers in 25 districts in Region XI and mentor teachers in the same 25 districts. The K-12 sample was comprised of 245 mentee teachers in the 25 districts in Region XI and 316 mentor teachers in the 25 districts in Region XI.

Instrumentation.

This study employed a descriptive research design, using a questionnaire/survey developed for this research, to identify those activities currently occurring in Region XI in K-12 public schools. The literature and focus group meetings generated the list of activities. Each of two samples, mentor teachers K-12 and mentee teachers K-12, responded to 25 identical items. Each item had two parts. One part required a response indicating frequency of occurrence; the second part required a response indicating level of perceived importance attached to the activity by the mentor/mentee. The use of this design involved collecting detailed, factual data describing existing mentor-mentee programs, comparing the perceptions of the mentors and mentees, and ultimately conducting an

evaluation that may lead to policy, management, and strategic planning decisions regarding effective mentee teacher programs.

Major Findings

Mentors and mentees in K-12 public schools in Region XI in Texas indicated that all 25 listed activities were occurring. At least 85% of the mentors identified 11 occurring activities. These 11 activities fell into six areas of support: emotional, instructional, systems information, resources/materials, student management, and parental. At least 85% percent of the mentees identified seven occurring activities. The seven activities fell into four categories of support: emotional, instructional, student management, and systems information.

The three activities listed as giving encouragement, building confidence, and giving emotional support happened within the emotional-physical area of emotional support. Helping mentees form working relationships with other teachers and assisting mentees with socialization within the school setting rested in the personal-intellectual area of emotional support. The sharing

of instructional techniques with the mentee constituted support in the instructional area. Giving professional advice and providing information about administrative policies demonstrated systems information support. Giving suggestions on developing new materials showed resources/materials

support; giving input regarding classroom management techniques advanced student management support; and giving input regarding parental contact/conferencing registered support in the parental area.

Three activities showed very little support by the districts with less than 15% of the mentors reporting occurrence. These three activities were in the areas of evaluation, supervision, and logistical concern. Participating in mentee's appraisal emphasized evaluation; being available full time as a consultant without teaching duties constituted supervision; and having an extra conference period to use for mentor duties fell in the logistical concern area. Less than 15% percent of the mentees reported one of the 25 activities as occurring. This one activity, having an extra conference period to use for mentor duties, fell in the logistical concern area.

Regarding frequency of occurrence of the activities, the three activities occurring with the highest frequency all fell in the category of emotional support. Mean rankings for the mentees and the mentors showed the same eight activities ranked as extremely important. The top three activities, ranked by the mentors, fell in the emotional category of support. Three of the top five activities, ranked by the mentees, fell into the emotional category of support.

Conclusions

On the basis of the statistical findings for the sample of beginning

mentee teachers and mentor teachers, the following conclusions became evident. The model in place in Region XI was primarily a colleague model. The activities reported occurring by fewer than 15% of the mentors and mentees were supervisory and evaluative in nature. Mentors were not frequently available full time as consultants without teaching duties nor were they participating in appraisals. In the area of logistics, mentors and mentees were matched for grade level or content area and physical proximity; however, mentors generally were not given an extra conference period to use for mentor duties. Based on the survey, 3 of the 10 most frequently occurring activities were in the category of emotional support, three in the area of logistical concerns (same grade level or content area, same academic area, close physical proximity), two in the area of systems information, one in the area of student management, and one in the area of instructional support.

Mentees believed those activities associated with classroom management and organization and those activities associated with developing confidence
and self-esteem were the most important. Mentors believed the same type of activities were very important. The activities ranked extremely important were the same for both groups. Those activities that mentees and mentors believed were very important were reported frequently in the Region XI

group; those activities which the group believed were not important or of little importance were not occurring in a large percentage of the group. Perceptions of the mentors and mentees differed most significantly on those activities classified as part of the clinical model. Mentors saw the observation, conferencing, and feedback provided in the clinical model as more important than did the mentees. When an assigned mentor did not function effectively, the mentee continued to seek support and looked elsewhere until finding a source of support.

Recommendations

Findings of this study provide for specific recommendations for district staff development coordinators and building principals to use in structuring a comprehensive beginning teacher induction and support program. These findings lead to more fruitful, collaborative relationships between mentors and mentees. A list and explanation of recommendations, derived from the findings of this study, follow:

1. Reexamine the design and activities associated with the mentor/mentee program currently in use. Each program design should include activities in the support areas of emotional, systems information, instructional, student management, and parental contact/conferencing.

2. Prioritize the timing of implementing mentor programs. Since the need for mentoring begins to occur long before students arrive, have mentorship

programs ready for implementation before the school year starts to facilitate beginning teacher assistance for the opening of the school year. A prompt beginning can serve to establish a regular working schedule around which mentor/mentee teams can plan their activities and alleviate any feelings of anxiety about the crucial opening of school. Maintain a continuous and ongoing program of mentoring activities. Follow the pre-opening school orientation and the fall meetings with a year-long mentor program. Make certain to include year end closing activities.

3. Articulate mentoring goals for your campus/district. Define a systematic mentoring program with specific activities which meet the changing needs of the mentees as the year progresses. When using the clinical model, formalize

the observation, feedback, and conference cycle in order to increase instructional support.

4. Adhere to logistical areas of concern. Have mentors and mentees located in close proximity, teaching the same grade level or subject area, and teaching the same academic level. In some cases mentees and mentors, not in the same building, do not know they are in a mentoring relationship. Others seldom see each other during the course of the day and have difficulty arranging any time to meet and confer. The mentee, located in close proximity to the mentor, can get immediate answers and air

problems or difficulties as they arise. In light of the importance attached to the giving of emotional support, this “on the spot” help can prove to be a great comfort to the mentee. Mentees who teach different subjects, grade level, or student ability levels than their mentors place limits on the usefulness of the mentor’s input. Curriculum, discipline methods, and techniques vary from grade level to grade level and from special education to regular education. Mentees matched outside their teaching areas or grade levels find the mentors less effective and resort to help from their coteachers or team members.

5. Provide training for the mentors in a comprehensive program of psychological support that focuses on the psychological needs of the beginning teacher. The need for this training emerges apparent as mentee teachers surveyed ranked giving encouragement, building confidence, and giving emotional support as extremely important mentoring activities. Within the area of emotional support, the three specific areas of need are emotional-physical, psycho-social, and personal-intellectual. Being confident and knowledgeable in these areas will assist the mentor in facilitating growth in the mentee.

6. Provide time within the school day for the mentoring activities to occur. Provide common release time or provide duty-free time before or after school for collaboration. Provide the mentor time to observe the mentee

while teaching.

7. Evaluate current programs using those beginning teachers involved in the programs at the end of each year. Ascertaining what they found useful remains imperative. District and campus level personnel should consider the effectiveness of existing induction programs and should make adjustments which correspond to the expressed needs of beginning teachers. Retain activities found useful by mentors and mentees. Replace activities found ineffective or not helpful with activities in the emotional, systems information, instructional, student management, and parental contact/conferencing areas of support.

Suggestions for Future Research

This study demonstrates need and provides direction for further research regarding beginning teacher induction programs involving a mentor/mentee component in school environments. The following possible studies will add to the currently existing body of research.

1. Determine the best mentor-mentee ratio for the beginning teacher induction program. In Region XI districts put differing models regarding mentor-mentee ratio in place. In some cases one mentor serves the needs of one mentee; in other cases one mentor serves the needs of several

mentees. In the programs with higher mentor-mentee ratios, the potential benefit of having all mentees receive the same information in the same way exists.

In the programs with 1:1 mentor-mentee ratio, the potential benefit of more individualized attention and support exists. Describe which ratio provides the more effective program.

2. Determine the effect of the mentoring program on retention of teachers. Determine retention rate of those participating in a mentoring program with those not participating, after one year, three years, and five years. Determine which activities exist in the programs of the districts with the highest rates of retention of teachers.

3. Determine the effectiveness of programs with an observation, feedback, and conferencing cycle (clinical model) in place compared to a program without the cycle in place (colleague model). A difference exists in the level of importance attached to the observation component (mentor observing mentee/mentee observing mentor) of the program by the mentors and the mentees.

4. Conduct a study with the mentor and the mentee(s) linked to that mentor as a dyad to give a more definitive picture of the individual effectiveness of the program than the survey approach. Determine which activities and which model produced the most effective program.

5. Conduct survey studies of the other 19 regions in Texas that participate in mentoring programs to determine the nature of these programs. The present research was limited to 25 K-12 public school districts in Region XI in Texas that had superintendents who agreed for the district to participate in the study. The need for a more comprehensive study of the mentoring programs in place in the other 19 education service center regions of Texas exists.

6. Conduct a longitudinal study to compare beginning teachers who participated in a mentor program with those who did not. Compare retention rates, areas of leadership attained, and attitudes toward the profession. Include identification of behaviors that distinguish beginning teachers who did not have mentors from those who did.

7. Conduct a study to determine the mentor/mentee model in place in states or regional areas with teacher shortages compared to states or regional areas in which no shortage exists.

Summary

The findings, conclusions, recommendations, and suggestions for future investigation contained in this study offer valuable tools for formulating or enhancing a beginning teacher induction program. The challenge to administrators remains to find an effective program

which will aid the individual district in attracting and retaining teachers. The program includes support in several areas, including emotional, systems information, instructional, student management, and parental contact/conferencing. The steps for success include prioritizing implementation, articulating goals, adhering to logistics, providing the training and the time for mentoring, and providing follow-up evaluation. The promise of the future of the teaching profession lies in the development of a quality teaching force. An effective beginning teacher induction process provides the primary direction to this goal.

APPENDIX A

SURVEY

Survey of Beginning Teacher Mentor/Mentee Activities

in Region XI

Directions: Please complete the demographic information on this page. Then complete the twenty-five items on pages 2 and 3 by circling the frequency of occurrence of the activity in your particular case and the importance you attached to the activity. Each of the twenty-five items will have TWO circled answers---one for FREQUENCY and one for IMPORTANCE.

I. Frequency has four choices from which you will choose:
0 times
1-2 times
3-5 times
More than 5 times

II. Importance should be ranked in this manner:
#1 Of no importance at all---able to be disregarded completely
#2 Of little importance
#3 Somewhat important
#4 Extremely important
#5 Essential

1) Are you a:
Mentor_____
Mentee_____

2) Grade level you teach yourself:
Circle all that apply.

K 1 2 3 4 5 6 7 8 9 10 11 12

3) If a mentor, how many mentees were you responsible for?

_____

4) If a mentor, did you have any release time, such as an extra conference period for the mentor work? Yes_____ No_____
If so, describe how much._____

5) Your own teaching assignment:
Regular Education_____
Special Education_____

6) Content area of your teaching assignment
(e.g. Math, Reading)_____
and/or Specialty Area (e.g., LD, ED)_____

	ACTIVITY
01	Mentor observing mentee Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
02	Mentee observing mentor Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5 `
03	Mentor scheduling formal conference after observing mentee Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5

	ACTIVITY
04	Mentor giving constructive feedback after observing mentee Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
05	Mentor having classroom in close physical proximity to mentee's classroom Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
06	Mentor teaching the same subject area or same grade level Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
07	Mentor being available full time as a consultant without teaching duties Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
08	Mentor having an extra conference period to use for mentor duties Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
09	Mentor participating in mentee's appraisal Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
10	Mentor sharing classroom management techniques with mentee Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
11	Mentor doing demonstration lessons for mentee Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
12	Mentor sharing instructional techniques with mentee Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
13	Mentor planning lessons with mentee Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
14	Mentor providing information about administrative policies Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
15	Mentor helping mentee form working relationship with other teachers Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
16	Mentor giving guidance on the implementation of the TEKS Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5

	ACTIVITY
17	Mentor giving mentee professional advice Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
18	Mentor giving mentee emotional support Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
19	Mentor giving mentee encouragement Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
20	Mentor helping build mentee's confidence Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
21	Mentor giving suggestions to mentee on how to develop new materials Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
22	Mentor teaching same academic level as mentee (Ex. G/T, SE) Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
23	Mentor suggesting professional development activities based on need Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
24	Mentor assisting mentee with socialization within school setting Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5
25	Mentor giving input regarding parental contact/conferencing skill Frequency of occurrence: 0 times 1-2 times 3-5 times More than 5 times Importance of activity: 1 2 3 4 5

APPENDIX B

FREQUENCY OF OCCURRENCE OF MENTOR ACTIVITIES

Frequency of Occurrence of Mentoring Activities

Activity 1: Mentor observing mentee---Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	31.08%	27.70%	19.93%	21.28%
Mentee	40.71%	26.99%	11.50%	20.80%

Activity 2: Mentee observing mentor---Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	39.41%	34.20%	13.75%	12.64%
Mentee	39.39%	26.41%	12.55%	21.65%

Activity 3: Mentor scheduling formal conference after observing mentee--- -Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	52.32%	28.11%	13.88%	5.69%
Mentee	61.09%	20.81%	11.31%	6.79%

Activity 4: Mentor giving constructive feedback after observing mentee--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	30.85%	26.24%	21.63%	21.28%
Mentee	41.56%	25.97%	16.45%	16.02%

Activity 5: Mentor having classroom in close physical proximity to mentee's classroom--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	27.38%	17.49%	5.70%	49.43%
Mentee	39.51%	7.80%	3.41%	49.27%

Activity 6: Mentor teaching the same subject area or same grade level--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	22.52%	21.37%	6.11%	50.00%
Mentee	33.49%	10.53%	7.18%	48.80%

Activity 7: Mentor being available full time as a consultant without teaching duties--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	87.14%	4.29%	3.57%	5.00%
Mentee	70.14%	9.48%	6.64%	13.74%

Activity 8: Mentor having an extra conference period to use for mentor duties--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	92.88%	4.27%	1.07%	1.78%
Mentee	88.46%	3.37%	2.40%	5.77%

Activity 9: Mentor participating in mentee's appraisal--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	85.26%	11.58%	2.46%	0.70%
Mentee	79.34%	12.68%	7.04%	0.94%

Activity 10: Mentor sharing classroom management techniques with mentee--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	3.82%	16.32%	24.65%	55.21%
Mentee	13.85%	16.88%	26.84%	42.42%

Activity 11: Mentor doing demonstration lessons for mentee--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	51.55%	24.40%	15.12%	8.93%
Mentee	51.74%	27.83%	13.04%	7.39%

Activity 12: Mentor sharing instructional techniques with mentee--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	3.41%	12.97%	24.91%	58.70%
Mentee	14.66%	13.79%	24.57%	46.98%

Activity 13: Mentor planning lessons with mentee--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	23.47%	19.73%	14.97%	41.84%
Mentee	39.30%	17.90%	13.54%	29.26%

Activity 14: Mentor providing information about administrative policies--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	3.61%	24.74%	37.63%	34.02%
Mentee	11.59%	17.60%	23.18%	47.64%

Activity 15: Mentor helping mentee form working relationship with other teachers--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	11.49%	30.74%	30.74%	27.03%
Mentee	23.04%	24.78%	21.74%	30.43%

Activity 16: Mentor giving guidance on the implementation of the TEKS--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	17.08%	28.83%	24.20%	29.89%
Mentee	29.58%	26.25%	23.75%	20.42%

Activity 17: Mentor giving mentee professional advice--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	2.45%	17.48%	25.87%	54.20%
Mentee	9.48%	20.69%	24.14%	45.69%

Activity 18: Mentor giving mentee emotional support--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	1.36%	10.51%	22.03%	66.10%
Mentee	10.78%	19.83%	17.67%	51.72%

Activity 19: Mentor giving mentee encouragement--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	0.00%	5.82%	14.73%	79.45%
Mentee	6.03%	13.79%	18.10%	62.07%

Activity 20: Mentor helping build mentee's confidence--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	1.03%	8.59%	25.43%	64.95%
Mentee	8.58%	15.88%	23.18%	52.36%

Activity 21: Mentor giving suggestions to mentee on how to develop new materials--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	9.56%	29.01%	27.99%	33.45%
Mentee	21.46%	25.32%	23.61%	29.61%

Activity 22: Mentor teaching same academic level as mentee (Ex. G/T, SE)--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	22.39%	17.76%	12.74%	47.10%
Mentee	33.65%	10.10%	9.62%	46.63%

Activity 23: Mentor suggesting professional development activities based on need--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	24.65%	38.38%	28.52%	8.45%
Mentee	36.96%	28.70%	25.65%	8.70%

Activity 24: Mentor assisting mentee with socialization within school setting--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	14.70%	34.05%	28.67%	22.58%
Mentee	28.64%	29.55%	15.45%	26.36%

Activity 25: Mentor giving input regarding parental contact/conferencing skill--- Frequency of occurrence				
	0 times	1-2 times	3-5 times	More than 5 times
Mentor	6.69%	25.70%	33.80%	33.80%
Mentee	19.31%	25.32%	28.76%	26.61%

APPENDIX C

SUMMARY STATISTICS FOR MENTORING ACTIVITIES

Mentor Questions 1-5

Mentor Questions	#1	#2	#3	#4	#5
Mean	3.698997	3.702422	3.416382	3.986301	3.947368
Standard	0.069381	0.071576	0.076386	0.069796	0.07014
Median	4	4	4	4	4
Mode	5	4	4	5	5
Standard	1.199706	1.216793	1.307514	1.192683	1.222935
Sample V	1.439294	1.480584	1.709594	1.422492	1.495571
Kurtosis	-0.21427	-0.08993	-0.74573	0.810121	0.066396
Skewness	-0.72886	-0.82233	-0.53795	-1.25833	-1.01066
Range	4	4	4	4	4
Minimum	1	1	1	1	1
Maximum	5	5	5	5	5
Sum	1106	1070	1001	1164	1200
Count	299	289	293	292	304
Confidence	0.136538	0.140879	0.150336	0.13737	0.138023

Mentor Questions 6-10

Mentor Questions	#6	#7	#8	#9	#10
Mean	3.890365	2.411765	3.091525	2.508475	4.467532
Standard	0.0778/58	0.07992	0.077768	0.07499	0.045374
Median	4	2	3	2	5
Mode	5	1	3	1	5
Standard	1.35078	1.398029	1.335706	1.287999	0.796318
Sample V	1.824607	1.954484	1.784112	1.658942	0.634122
Kurtosis	-0.3282	-0.94528	-1.09135	-0.86531	3.239524
Skewness	-0.97561	0.592138	-0.11676	0.39944	-1.70454
Range	4	4	4	4	4
Minimum	1	1	4	4	1
Maximum	5	5	5	5	5
Sum	1171	738	912	740	1376
Count	301	306	295	295	308
Confidence	0.153216	0.157264	0.153052	0.147586	0.089284

Mentor Questions 11-15

Mentor Questions	#11	#12	#13	#14	#15
Mean	3.30897	4.409836	3.852459	4.442997	3.803797
Standard	0.070142	0.047791	0.064885	0.045414	0.061283
Median	3	5	4	5	4
Mode	4	5	5	5	5
Standard	1.216917	0.834634	1.133173	.0795	1.089394
Sample V	1.480886	0.696613	1.284081	0.633178	1.186779
Kurtosis	-0.77342	1.305248	-0.17685	1.538779	-0.50562
Skewness	-0.33084	-1.36891	-0.78562	-1.39535	-0.58212
Range	4	4	4	4	4
Minimum	1	4	1	1	1
Maximum	5	5	5	5	5
Sum	996	1345	1175	1364	1202
Count	301	305	305	307	316
Confidence	0.138032	0.094043	0.127681	0.089364	0.120576

Mentor Questions 16-20

Mentor Questions	#16	#17	#18	#19	#20
Mean	3.86711	4.23301	4.568182	4.723127	4.636364
Standard	0.066779	0.051785	0.044775	0.031878	0.039465
Median	4	4	5	5	5
Mode	5	5	5	5	5
Standard	1.158569	0.910301	0.785803	0.558551	0.692615
Sample V	1.342281	0.828647	0.617486	0.31198	0.479716
Kurtosis	-0.15947	0.870954	3.620051	5.643034	5.723934
Skewness	-0.81296	-1.10177	-1.99075	-2.24989	-2.27479
Range	4	4	4	3	4
Minimum	1	1	1	2	1
Maximum	5	5	5	5	5
Sum	1164	1308	1407	1450	1428
Count	301	309	308	307	308
Confidence	0.131414	0.101898	0.088105	0.062728	0.077657

Mentor Questions 21-25

Mentor Questions	#21	#22	#23	#24	#25
Mean	3.917219	3.664495	3.322368	3.480392	4.116505
Standard	0.05886	0.072987	0.064433	0.071294	0.055939
Median	4	4	3	4	4
Mode	4	5	3	3	5
Standard	1.022879	1.278841	1.12342	1.247138	0.983312
Sample V	1.046281	1.635435	1.262072	1.555352	0.966902
Kurtosis	0.382932	-0.61329	-0.46939	-0.85613	0.895175
Skewness	-0.84567	-0.65381	-0.25309	-0.3583	-0.08124
Range	4	4	4	4	4
Minimum	1	1	1	1	1
Maximum	5	5	5	5	5
Sum	1183	1125	1010	1065	1272
Count	302	307	304	306	309
Confidence	0.115829	0.143621	0.126792	0.140291	0.11007

Mentee Questions 1-5

Mentee Questions	#1	#2	#3	#4	#5
Mean	2.84127	3.375	2.810573	3.525424	3.548523
Standard	0.084088	0.088794	0.097261	0.093307	0.098684
Median	3	4	3	4	4
Mode	3	4	1	5	5
Standard	1.156016	1.375594	1.46471	1.433412	1.519216
Sample V	1.336373	1.892259	2.145374	2.05467	2.308017
Kurtosis	-0.95847	-1.03598	-1.40968	-0.86265	-1.14266
Skewness	-0.16567	-0.42701	0.051252	-0.68099	-0.58675
Range	4	4	4	4	4
Minimum	1	1	1	1	1
Maximum	5	5	5	5	5
Sum	537	810	638	832	841
Count	189	240	227	236	237
Confidence	0.165877	0.174919	0.191566	0.183825	0.194413

Mentee Questions 6-10

Mentee Questions	#6	#7	#8	#9	#10
Mean	3.987342	2.419913	2.52968	2.389381	4.190871
Standard	0.087575	0.099714	0.09628	0.08687	0.072643
Median	5	2	2	2	5
Mode	5	1	1	1	5
Standard	1.348197	1.515526	1.424808	1.305943	1.127719
Sample V	1.817636	2.296819	2.030078	1.705487	1.27175
Kurtosis	-0.02342	-1.19278	-1.18491	-1.1042	1.26615
Skewness	-1.12776	0.570027	0.410073	0.395412	-1.43681
Range	4	4	4	4	4
Minimum	1	1	1	1	1
Maximum	5	5	5	5	5
Sum	945	559	554	540	1010
Count	237	231	219	226	241
Confidence	0.172528	0.19647	0.189758	0.171183	0.143099

Mentee Questions 11-15

Mentee Questions	#11	#12	#13	#14	#15
Mean	3.144681	4.154812	3.459916	4.265306	3.633333
Standard	0.089966	0.075387	0.093299	0.070575	0.083896
Median	3	5	4	5	4
Mode	4	5	5	5	5
Standard	1.37915	1.165455	1.436314	1.104675	1.299716
Sample V	1.902055	1.358286	2.063005	1.220308	1.689261
Kurtosis	-1.17592	1.233035	-1.0607	1.890693	-0.68406
Skewness	-0.21343	-1.44544	-0.49872	-1.62631	-0.61892
Range	4	4	4	4	4
Minimum	1	1	1	1	1
Maximum	5	5	5	5	5
Sum	739	993	820	1045	872
Count	235	239	237	245	240
Confidence	0.177246	0.148511	0.183805	0.139014	0.165271

Mentee Questions 16-20

Mentee Questions	#16	#17	#18	#19	#20
Mean	3.736402	4.225806	4.22449	4.489627	4.322314
Standard	0.083056	0.090931	0.071153	0.062263	0.069395
Median	4	5	5	5	5
Mode	5	5	5	5	5
Standard	1.284022	1.240131	1.113724	0.966575	1.079533
Sample V	1.648711	1.537925	1.240381	0.934267	1.165392
Kurtosis	-0.44001	0.607957	1.369408	4.234129	2.281796
Skewness	-0.76922	-1.36624	-1.47643	-2.14789	-1.72828
Range	4	4	4	4	4
Minimum	1	1	1	1	1
Maximum	5	5	5	5	5
Sum	893	786	1035	1082	1046
Count	239	186	245	241	242
Confidence	0.16392	0.179395	0.140153	0.122651	0.136696

Mentee Questions 21-25

Mentee Questions	#21	#22	#23	#24	#25
Mean	3.8	3.826271	3.278481	3.005128	4.045643
Standard	0.079705	0.088449	0.080185	0.08526	0.073032
Median	4	4	3	3	4
Mode	5	5	4	4	5
Standard	1.234782	1.358781	1.234429	1.190588	1.133758
Sample V	1.524686	1.846286	1.523815	1.1417499	1.285408
Kurtosis	-0.03591	-0.37576	-0.66004	-0.85412	0.575979
Skewness	-0.91761	-0.9129	-0.47608	-0.26919	-1.14532
Range	4	4	4	4	4
Minimum	1	1	1	1	1
Maximum	5	5	5	5	5
Sum	912	903	777	586	975
Count	240	236	237	195	241
Confidence	0.157014	0.174255	0.157969	0.168155	0.143865

APPENDIX D

SAMPLING OF PARTICIPANT COMMENTS

Mentors

- I am not on the same grade level. We were not in the same hallway. This keeps us from working as frequently.
- At our school being a mentor does not require observing the mentee. We are just a good friend ready to answer questions and help out when necessary.
- This is great!I wish I did have more time to spend with the mentee. We were off the same period which helped greatly; however, I could not observe a lesson nor could she with me. She has done a great job. She did her student teaching here, so she already "knew the ropes" here so to speak.
- No time provided (Regarding Questions #1. 2, and 11)
- My mentor/mentee situation is a bit unusual. My mentee is the only teacher on our campus that teaches a life skills class. The only other special education teacher is our content mastery teacher. I have felt kind of sorry for her because I have no idea how to guide her except for helping her understand general policies. I've tried to get her in touch with other life skills teachers on other campuses.
- While I was a mentor, we were both new to the district.
- Need to have same conference times
- No, that is too threatening to mentee. (Regarding Question #9)
- I think it would be great, but the only way this could happen would be to lengthen the school day for us, and I don't want that. (Different mentor also regarding Question #9)
- Would rather be observed while teaching class (Regarding Question #11)
- I feel each teacher needs to pick what they would be able to carry through. Mentor could share ideas if asked. (Regarding Question # 10)
- Informal is better (Regarding Question #3)
- Would have been nice (Regarding Question #8)
- We both worked as mentor teachers, and we also assigned specific buddy teachers within each new teacher's academic field to work with them.
- If I have problems, I always go to the principal with the situation (Regarding Question #9)
- Time constraints (Regarding Question #11, #13)
- Varies with personalities, both new to this school this year (Regarding Question #24)
- My mentee is older---experienced as a parent and has a great deal of

confidence and self esteem
(Regarding Question #20)

- Not needed for my mentee. She is very adept at this. Just needed introduction
(Regarding Question #24)
- My mentee has worked in a social services position so she was very skilled in this area
(Regarding Question #25)
- Our campus is unique because it is small and we all teach something different. There are many TEKS that are common to all of our programs. Each year during in service, I do a presentation of teaching strategies, sponge activities, and lesson plans that are common to all programs. I am easily accessible to teachers at all times.
- Even an hour or so weekly
(Regarding Question #8)
- New teachers this year have done very well. Two of them were student teachers in this building the year before.
- IEP's are critical
(Regarding Question #16)
- We work in teaching teams so my mentee's teaching partner did much of this---plus we were never off at the same time.
- Sometimes the mentee already has all the answers and doesn't need or resents the mentor's help. All of these items are important; if the mentee is receptive and open to ideas, the first year can be a great learning adventure.
- Unaware this was part of it
(Regarding Question #1,2,3,4)
- It would help
(Regarding Question #8)
- Because of our schedules many of these items have been impossible. My mentee and I have done our best---but still I think I would have helped her more if the "system" were changed.

Mentees

- My mentor is wonderful. As you can see I think it's important to have mentors.
- Mentor planning at the beginning of the semester is more important (Regarding Question#13--Mentor planning lessons with mentee)
- Already familiar with (Regarding Question #16---Mentor giving guidance on the implementation of the TEKS)
- We teach at a different grade level (Regarding Question #22---Mentor teaching same academic level as mentee)
- Only if she had the time, it would be helpful, with ideas (Regarding Question #13)
- In between her classes and after school (Regarding Question #7)
- My mentor has never formally observed me, but she is in and out of my classroom daily, in the hallway, at recess, etc.
- My mentor was great! We just did not have schedules that would allow us to really work as a team.
- We have a teaming program which as been much more beneficial than our "mentor" program!
- I did not meet with a "formal" mentor; however, I received informal mentoring from my principal and my grade level.
- She always planned with me during her lunch.
- Good ideas
- We talked daily.
- It would be nice to have conference together.
- My mentor in no way tried to make me welcome or help me fit in with my new position. He/she as a mentor is nonexistent.
- I think my mentor is a wonderful person and teacher. Unfortunately, she teaches fifth and I teach fourth. I really had no contact with her at all. My fourth grade team is who I received all of #'s 1-25 from. Mentors and mentees need to be in the same grade level/team.
- The few meetings the mentees had to attend were a waste of time, too. My questions were answered by my team and principal.
- I'm not sure of my mentor's grade level.
- I do not know if this has happened. (Regarding Question #9)
- If had more time, it would be more. (Regarding Question # 13)

- I can do alone.
  (Regarding Question #15)
- I actually had 3 mentors. I based this on---the one helping me get adjusted to middle school and the district leader helping me with training plus the one I went and observed at another school in my same area. I might have used my mentor in school more but I worked with a teacher I assisted for 2 periods and asked her everything I needed to know.
- Other teachers, those in close proximity, assisted in mentoring on many occasions.
- I did not meet my mentor at the beginning of the year. I finally introduced myself to her at a pep rally. I have never spoken with her or met with her since, as far as mentoring in concerned.
- Conference the same---made observing difficult.
- Not important that they are "full time"---they need to be active teachers in the classroom.
- My mentor was wonderful. She is the only reason I made it through the year and plan to keep teaching. My first year has been great---thanks to her!

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management, and one in instructional support. Mentees believe those activities associated with classroom management and organization and developing confidence and self-esteem are most important. Mentors concur. Specific recommendations for structuring a comprehensive beginning teacher induction and support program include reexamining the program currently in use, prioritizing timing of implementation, articulating campus mentoring goals, adhering to logistical areas of concern, providing training for the mentors in a program of psychological support that focuses on the psychological needs of the beginning teacher, providing time within the day, and evaluating current programs at the end of each year using those beginning teachers involved.